

# *The West Chester Bulletin*

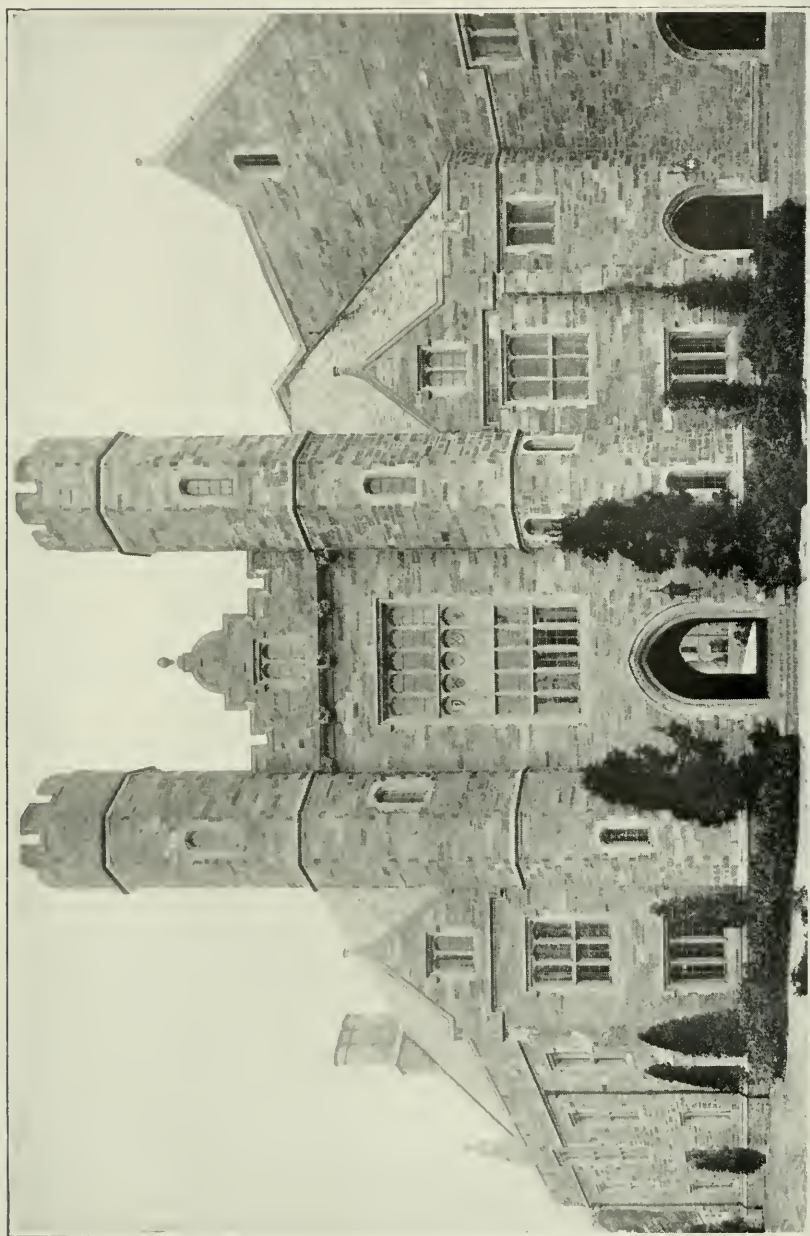


1939-1940 Catalogue Number

STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA







View from Street

George Morris Philips Memorial Building, State Teachers College, West Chester, Pa.



# The WEST CHESTER BULLETIN

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VOLUME LXVII.

FEBRUARY, 1939

NUMBER 1

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## *Catalogue Number*

1939 1940

THIS COLLEGE IS A MEMBER OF THE  
AMERICAN ASSOCIATION OF TEACH-  
ERS COLLEGES AND IS RATED AS AN  
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STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA

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Issued four times a year, February, March, April and May, by the Trustees of  
the State Teachers College at West Chester, Pennsylvania.

Entered as second class matter March 8, 1931, at the Post Office at West Chester,  
Pa., under the act of August 24, 1912.

**CALENDAR 1939-1940****Summer Session 1939**

Registration Day .....	Monday, June 19
Classes Begin .....	Tuesday, June 20
Session Ends .....	Saturday, July 29

**Post Session 1939**

Session Begins .....	Monday, July 31
Session Ends .....	Saturday, August 19

**First Semester 1939-1940**

Registration and Classification of all Freshmen .....	Monday, September 11
Registration and Classification of all other Classes .....	Thursday, September 14
Classes Begin .....	Friday, September 15
Thanksgiving Recess Begins .....	12 M. Wednesday, November 29
Thanksgiving Recess Ends .....	12 M. Monday, December 4
Christmas Recess Begins .....	12 M. Thursday, December 21
Christmas Recess Ends .....	12 M. Tuesday, January 2
First Semester Ends .....	After Last Class, Saturday, January 20

**Second Semester 1939-1940**

Second Semester Begins .....	12 M. Wednesday, January 24
Easter Recess Begins .....	12 M. Thursday, March 21
Easter Recess Ends .....	12 M. Tuesday, March 26
Class Work Ends .....	12 M. Wednesday, May 22

**Commencement 1940**

Alumni Day .....	Saturday, May 25
Baccalaureate Sermon .....	Sunday, May 26
Class Day .....	Monday, May 27
Commencement .....	Tuesday, May 28

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# STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

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## History

The college has not always been a state institution. It traces its beginnings to the West Chester Academy which was organized in 1812. In 1869 the trustees of that institution took the first steps towards the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching and in 1871 the State began to grant money to pay for part of their training. This State aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927 and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out conspicuously. For him the auditorium and administration building is named and through his long term of service he made a contribution to education of which we can be proud. He stood out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1913 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial, a beautiful Tudor Gothic structure was built. It is used as an administration building and as an auditorium. The Ehinger Gymnasium and the President's Residence on Rosedale Avenue were built in 1930. The most recent additions to the campus are the remodeled Library and Power House, a well-equipped and modern Laundry and a beautiful and commodious Recitation Hall.

The college enjoys an enviable reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877. West Chester printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are an original painting of George Washington by Charles Wilson Peale, for which Washington gave the sittings at Valley Forge during the memorable winters of 1777-78; a mahogany grandfather's clock of Benjamin Franklin; a large collection of letters from the pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Reed; the herbarium of Dr. William Darlington; and the autographed book collection of Dr. George Morris Philips, one of the largest in the world, to which our Book Club is constantly adding.

Of all these things the State Teachers College at West Chester is proud. They are a fine heritage and cannot fail to inspire thoughtful students, but the college holds in still higher esteem its alumni, men and women like Mark Sullivan, Elsie Singmaster, and a host of others who remain loyal to the school and its traditions have gone out from the institution to serve humanity with distinction to themselves and to their Alma Mater.

## GROUND AND BUILDINGS

### The Ground and Buildings

The campus of the State Teachers College consists of seventy-two acres of ground located in the southern part of West Chester. There are thirteen buildings on the campus as follows:

#### Main Building

This building, constructed of green stone and white marble, is 256 feet by 275 feet, four stories high, with basement. The dining-room is in this building and is completely equipped and in charge of a trained dietitian. Each story of this main building has bath rooms with up-to-date toilet facilities of the best pattern. The whole building has lately been improved; students' rooms have been papered, refitted, and refurnished, and many other improvements made to add to the facilities of the school and the comfort of the students. From time to time additions have been made to the main building until at the present time approximately 550 students may be accommodated therein. Two passenger elevators make all the floors accessible. The rooms are generally arranged for two students each, are of good size, and thoroughly heated by direct steam radiation. They are carpeted and comfortably furnished.

#### Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 175 men.

### The Power Plant

The College power plant has recently been completely renovated, with the installation of new boilers and up-to-date fixtures. This plant not only provides the heat for the various buildings on the campus, but also generates the electricity used in the plant. Modern lighting systems have recently been installed in both the men's and the women's dormitories to conform to lighting conditions in the other buildings on the campus. Consequently, the hygiene of sight is especially emphasized in this institution.

### Laundry

A new laundry building with all modern equipment has just been completed, which takes care of the laundry work of all students who are residents of the College dormitories.

### Recitation Hall

A new Recitation Hall, which represents one of the best constructed buildings in the County and State, with modern lighting facilities, special rooms for speech and psychology clinics, special up-to-date equipment for the Science Department and its laboratories, large lounging rooms and study rooms to accommodate the day student population, offices for faculty members, etc., has recently been completed at a cost of approximately half a million dollars. Since it is generally conceded today that learning on any educational level is developed best through observation and experimentation, great emphasis has been placed on the equipment of the laboratories. The College Museum will be housed in this building.

### Library

The old library building has been completely renovated, and will be occupied at an early date. This building has been completely modernized, so that all parts of it are now useable. It is equipped with conference rooms, special reading desks, a large periodical room and other modern conveniences. The library now contains over 30,000 well-selected books, and about 175 leading magazines and papers come regularly to its shelves. There is also a collection of over 8,000 mounted pictures and one of pamphlets and clippings numbering over 3,000. Material from both of these files may be borrowed for classroom use. The College library is staffed by three full-time trained librarians, assisted by a number of students.

### The President's Residence

The residence of the President of the College is located on a ten-

acre plot of ground off the College Campus on East Rosedale Avenue.

### Gymnasiums

The College possesses two gymnasiums. Both are entirely modern in their floor plans and equipment. The old gymnasium was modeled after the Hemingway Gymnasium at Harvard. The wisdom and the science of the architects who planned it are amply proven by the fact that it is just as modern today as it was when it was built. The new gymnasium, named for Dr. and Mrs. Clyde E. Ehinger, who were for 34 years at the head of the Health and Physical Education Department of this institution, was erected in 1931. The architecture of this building is in conformity with that of the Philips Memorial Building, both of which are of the Collegiate Gothic type. This building is modern in every respect. It possesses more than 50 showers and has a seating capacity of from 1000 to 1500 people. The gymnastic equipment is of the most up-to-date type for every phase of gymnastic work. The plans and specifications for an addition to this Gymnasium, including two swimming pools of the most modern type, have been drawn up by the architects appointed by the Department of Property and Supplies and approved by the latter department. The Ehinger Gymnasium is used exclusively by men students and other students in the special four-year Health and Physical Education curriculum.

### The Demonstration School

This is a substantial, well-arranged, well-equipped building on the school campus, which houses a kindergarten and the first six grades. Only expert grade teachers are employed in this school.

### Infirmary

The College possesses one of the best equipped infirmaries to be found on any college campus in America. The furniture, and the medical and laboratory equipment are acknowledged by authorities to be of the finest and most modern type. This infirmary is the home of the Student Health Service of which the College feels justly proud. A description of this is shown on page 39 of this catalog.

### The Philips Memorial Building

The Philips Memorial Building, a memorial to the late Dr. George Morris Philips, former Principal of the school, is now in use. This magnificent building, erected at a cost of more than \$500,000, contains a spacious auditorium with a seating capacity of approximately 2,000. Installed therein is a Skinner pipe organ, one

of the finest in the state. This building contains modern executive offices and recreation rooms for faculty and students. It also houses the well-known Philips private library—a collection of autographed books of very great value. The building is said to be one of the finest buildings on any college campus in America.

### Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the eminently agricultural character of the rolling hills which have often been compared to the beautiful English countryside. The rich and fertile soil of these hills produces quantities of agricultural products and pasture for large herds of cattle. Nurseries furnish trees and plants for the landscaped estates of the seaboard states, and here is found the largest rose-growing center in Pennsylvania.

To students of literature and art West Chester has significance for it is the home of two distinguished novelists, Dr. Henry Pleasants and Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester and the birthplaces of Bayard Taylor and Thomas Buchanan Reed are not far from the college. The country of Howard Pyle, the artist, lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester are the famous Longwood Gardens, the estate of Pierre S. duPont. Here, open to the public, is found a magnificent conservatory containing many rare and lovely plants, a beautiful open air theatre, a world famous carillon of bells, and the largest display of colored fountains in the world.

The country around West Chester is rich in historical significance. Valley Forge with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to Historic Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as, Independence Hall, Carpenters' Hall, The Betsy Ross House, The Poe House, The Benjamin Franklin Memorial, The William Penn House, The Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Custom House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas. This is a particular advantage to those interested in the course for music supervisors.



Excellent transportation facilities make not only Philadelphia but New York City easily accessible. Here are to be found magnificent shops where the merchandise of the world is displayed; a port visited by the ships of all nations; world famous streets and avenues; such collections as the Metropolitan Museum of Art and the Museum of Natural History; Grant's Tomb; Columbia University; Brooklyn Bridge; Wall Street; Trinity Church; St. Patrick's Cathedral; and the Cathedral of St. John the Divine; the finest of plays and the most magnificent of operas; in short, all that a great modern city has to offer.

### Definition of a Teachers College

A teachers college is a state, municipal or incorporated private institution, or an independent unit of a recognized college or university which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four year secondary school curriculum, or equivalent training.

### The Purpose and Aim of the State Teachers College at West Chester

The Teachers College, being distinctly a professional school, devotes itself exclusively to the preparation of teachers for the public schools of the Commonwealth.

It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the school aims to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern school practices.

### College Administration

In order to effect an efficient organization of the administration of the College, the President and Faculty set up, at their first meeting in September, a number of Achievement Goals for the college year. These goals include such matters as administration, instruction, personnel, student life, community service, and teacher training. The administrative aims are based on the underlying philosophy that:

1. The primary purpose of a teachers college is to develop in-

dividuals who are well suited in every way to the profession of teaching.

2. A secondary but very important function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.
3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college shall be neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be integrated around necessary areas of personal and professional development in such a way that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as students—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

To aid the President of the College in the formulation and execution of general administrative policies of the institution, there have been appointed eight standing committees. Based upon the feeling that faculty and students should cooperate as fully as possible for the mutual advancement of the college program, student representatives are elected to membership on the first five of the following committees:

Assemblies  
Entertainment  
Extra-Curricular Activities  
Health  
Publications and Publicity  
Heads of Departments  
Academic Adjustments  
Placement

## ADMISSION TO THE COLLEGE

The State Teachers College at West Chester, Pennsylvania, has always maintained high standards of scholastic work and has prided itself upon preparing teachers with fine ideals and splendid professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The administration of the college be-

lieves that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of the responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors and mentors. To this policy the Department of Public Instruction has committed itself. In furtherance of this policy the College has set up the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

### SUMMARY OF REQUIREMENTS FOR ADMISSION

In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges.

#### I. Candidates for Admission must satisfy the following General Requirements:

- A. General Scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
- B. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
- C. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
- D. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
- E. A personal interview with particular attention to personality.



speech habits, social presence, expressed interests of the applicant and promise of professional development.

## II. Special Requirements for All Candidates for Admission to the Four-Year Public School Music Curriculum:

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.
- B. The ability to sing at sight with words and syllables, hymns and folk tunes with a fair degree of accuracy and facility.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer this musical training to the piano.

## III. Special Requirements for All Candidates for Admission to the Four-Year Health Education Curriculum:

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming and the regularly organized work in physical education or gymnasium classes.
- B. The student must satisfactorily pass the physical efficiency tests set up by the Health and Physical Education Department.

## IV. Special Requirements for Elective Fields:

### A. Science.

1. To elect Science, a student must present one unit in Physics and one unit in Chemistry.

### B. Foreign Languages.

1. To elect French or German, students must present two high school units of French or German.
2. To elect Latin, students must present three high school units of Latin.

### C. Mathematics.

1. To elect Mathematics, a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the senior high school.

Note: When a student has chosen his elective fields, his curriculum becomes a closed series of courses not subject to change without loss of credit.

### Graduates of Junior-Senior High Schools

Graduates of a senior high school in a district maintaining an approved junior-senior high school organization will be admitted on evidence of twelve units\* of preparation earned in grades ten, eleven and twelve.

### Irregular Entrance Qualifications

Graduates of approved Two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications, may take examinations in additional subjects taken in course in county superintendents' offices in all counties having such students, at the close of the school year. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a cooperative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject, or subjects, the student, after additional study during the summer, may take a second examination in August at one of the normal schools or teachers colleges or at any one of the centers where State examinations are regularly conducted; namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of three-year high schools with a two-year rating may take examinations in third-year subjects for credit in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

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\*A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

### Evaluation of Credentials

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

### Advanced Credit

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Teachers College certificate without a minimum residence of one year.

### Evidence of Character

All applicants for admission shall present evidence of good moral character and of ideals characteristic of the teaching service.

### Scholarship Requirements

A student once admitted to the State Teachers College at West Chester must establish himself as satisfactory. He must show that he has the capacity to do academic and professional work of college grade, and that he is in accord with the ideals of teacher training.

A student who fails to pass ten semester hours of work in any semester ceases automatically to be a member of the student body. This is in accordance with a faculty regulation. An honorable discharge will be granted to any student who, while in good standing, withdraws from the college.

### Residence Requirements

Two years of residence are required for graduation from any four-year curriculum, excepting that graduates of accredited colleges may be graduated after completion of one full year's work. Graduates of any two-year normal school curriculum must spend at least one additional year in residence to be eligible for a degree.

### Academic Withdrawals

Students are considered members of the college until the

Dean of Instruction is notified of their withdrawal, and the regular charges will be made unless such notice is received.

### Graduates

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills are paid.

### College Certificates

The College Certificate is issued to graduates of the four-year curricula who have met all other legal requirements. This certificate entitles the holder to teach the subjects indicated on the face of the certificate in the specified grades of the public schools in the Commonwealth for a period of three years. Three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth and the completion of six semester hours of additional approved training of collegiate grade enables the owner to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in the specified grades in the state of Pennsylvania.

**Obligations to the State:** Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

## STUDENT LIFE

### Living

The State Teachers College is primarily a dormitory school. It admits, as Day Students, only those who live with parents or relatives. The College has dormitory rooms for 550 women and 200 men. When these rooms are filled, the College will assign students to suitable near-by rooms which have been secured from residents of West Chester, and such room assignments will be honored only after they have been approved by the Dean of Women or the Dean of Men. Such students are under the same regulations as students in the College dormitory.

Both dormitories of the College are provided with fire-proof protection. Fire-proof stairways run from the top to the bottom of these buildings, thus adding to the safety of the college students.

Students whose homes are not in West Chester, and who desire to live with relatives in West Chester as Day Students must have the approval of the Dean of Men or Dean of Women in advance of

registration. Under no circumstances are students permitted to room or board with private families, not relatives, except as assigned by the proper officer of the College.

Permission for students to earn their own room and board by working for private families is granted after approval by the Personnel Director. Any arrangements made without this approval will not be honored by the College authorities.

### **Commuting**

The administration of the college is opposed to all commuting arrangements that interfere with the student's appointments and progress at the college. All arrangements for commuting must be approved by the college authorities before the student enrolls.

### **The College Book Store**

This book store carries, in addition to books, a complete line of students' necessities—laundry bags, parcel post cases, etc., which can be purchased at reasonable prices. Athletic goods, stationery, etc., can all be purchased in the College Book Store at reasonable prices. Gymnasium uniforms are required by all. These are purchased here in the supply room, so as to insure uniformity. All students will need gymnasium shoes, which can be secured at this store.

This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association of the College.

### **Student Supplies**

All students who live in the college dormitories must provide themselves with blankets, as the school furnishes beds supplied only with mattresses, linen, and counterpanes. Such students must also provide window curtains; also soap, towels, and other needed toilet articles.

### **Boarding**

As already indicated, all students who are not Day Students board at the College, with the exception of those who work for room and board; these are considered Resident Students, as well as are those living in outside homes.

### **Laundry**

The laundry of all Dormitory Students—to the extent of twelve plain pieces per week—is done in the College laundry. All pieces

sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student. Students, not living in the College dormitories, but living in houses approved by the College, shall be responsible for their own laundry.

### High Standard

The State Teachers College at West Chester maintains a high standard of excellence in social conduct, scholarship, skill in teaching, and in all other matters that distinguish the high grade student. This high standard is possible only by outstanding work and by wholesome participation in the College activities by the students.

### Student Government

Students of the College assume a large share in their own government. They elect their own councils, and these councils, working with the Deans, cooperate in the government of the College.

### Absences

Students will not be permitted to absent themselves from College during any session when such absence interferes with their College duties.

### Student's Handbook

The rules and regulations which pertain to the students of the College and which are found in the Student's Handbook are a part of the College regulations and must be observed by each student.

Immediately upon registration each student is given a copy of the Student Handbook which contains a complete set-up of the regulations of the Student Government Organizations and other rulings affecting college life.

### Dismissals

By action of the Board of Trustees, no student shall be suspended or dismissed from the College except by the President.

## EXTRA-CURRICULAR ACTIVITIES

The Committee on Extra-Curricular Activities is made up of faculty members and representatives from the student body. The



committee supervises and assists all extra-curricular organizations of the campus. There are over forty-eight different opportunities on the campus for extra-class activity.

### Point System for Students

Every student must be a member of a club for one semester of each of four years on campus.

The Extra-Curricular Activity Committee and the Personnel Department ask the cooperation of the students in the endeavor to offer a large number of students definite experiences in several types of school activities. There is no merit in accumulating a large number of points; the system will simply enable the Personnel Director to spread opportunity and divide responsibility. A certain number of points is demanded in order to give experience; the number is limited, however, in order to offer more training to a larger group. It is hoped that the college will thus develop leaders and discover latent abilities as well as continue to enjoy the services of those who are naturally inclined to direct affairs.

The program of the extra-curricular activities at West Chester emphasizes four types of activities for individual and group development. The various clubs, organizations, and responsibilities are classified under one of these four headings. The following indicates the four types together with suggested activities under each phase:

### Type A: Activities that Center Around Group Living

Student Senate	Student-Faculty Committees
Student Activities Association	Quad Angles
Student Councils	Serpentine
Epicurean Club	Press Board
	Little Theatre

### Student Cooperative Government

Knowing that organized cooperation is essential to the enjoyment of college life, and in order to facilitate the entrance of new students into this cooperative life in the control over student activities, the student body and faculty have developed a college community government plan.

There are several student organizations, student-faculty committees, and faculty groups which work out the problems in their respective areas of college community activity. A Senate, made up of representatives of all campus activities, has been established as

the coordinating and policy making body. It is assumed that effective and responsible participation in the college community is a very realistic training for citizenship.

### Type B: Activities that Promote Professional Development

Women's Athletic Association and men's sports for health education majors who are juniors and seniors; departmental clubs: English, French, Geography, Elementary, Mathematics, Music, Rural, Science, Social Studies.

### Type C: Activities that Promote Finer Ethical Values

Religious Life—Young people of all denominations and beliefs are welcomed at West Chester State Teachers College, where six active organizations co-operate in developing a finer type of religious life on the campus. The Y. W. C. A. and the Y. M. C. A. are two organizations which offer many worthwhile contacts and opportunities to the men and women of the College. The Bible Study Club has been organized for the purpose of acquainting interested students with the vital and fundamental facts of the Bible. The Newman Club has the purpose of offering fellowship to the members of the Roman Catholic faith, and the Cardoza Club to the students of the Jewish faith. All of these organizations work together harmoniously in order to make the life of the College richer and finer. In addition, a series of Sunday meetings and vespers are planned.

### Type D: Activities that Satisfy Individual Interests

Art Club	Orchestra
Athletics	Psychology Club
Bands	Phonograph Club
Glee Clubs	Photography Club
Gym Teams	Secondary Education Club
Modern Dance	Targeteers—Rifle Club
Olympic Club	Travelers Club

### Entertainment Course

During the year the finest types of entertainments are provided for the students. Each semester there are brought to the campus distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a small cost which is covered by the Student Activity Fee. The College has been greatly aided in this project by the cordial cooperation received from the citizens of West Chester and vicin-



ity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the College. These entertainments are held in the Philips Memorial Auditorium, which has a seating capacity of nearly two thousand.

### The Alumni

West Chester's Alumni—over ten thousand of them—are the students of previous years. Their love for and devotion to West Chester is the best proof that the student life at West Chester is fine and enjoyable. It is the excellence of the work of West Chester's Alumni that gives reputation to this teacher preparation institution.

The Alumni are organized. Many of the members of the different classes return for the annual meeting which is held during Commencement Week. Home-coming week-ends for graduates are popular both in fall and in spring. The officers of the Alumni Association at this time are:

President—Mrs. Laura S. Greenwood, '96, 1310 E. Lincoln Highway, Coatesville, Penna.

Vice-President—Gordon Graff, '20, Prospect Park, Pa.

Secretary—Dr. Mabel Kessler, '15, West Chester, Pa.

Treasurer—National Bank of Chester County and Trust Company, West Chester, Pa.

### Board of Directors:

President—Raymond K. Denworth, '06, Lansdowne, Pa.

Vice-President—C. L. McKelvie, '24, West Chester, Pa.

Secretary—Mrs. Mary E. Anderson, '10, West Chester, Pa.

Treasurer—National Bank of Chester County and Trust Company, West Chester, Pa.

### Demand for Our Teachers

The teachers who have gone forth from this College have rendered general satisfaction and have won for themselves and for the College from which they received their training flattering reputations. Our teachers are in demand and are commanding the

best positions and the highest salaries paid in Pennsylvania and adjoining states, as well as in many distant states. The establishment of this teachers' preparation institution with the result of a long-felt want for better teachers to organize, govern, and instruct efficiently. A teacher must possess not only a thorough knowledge of the branches to be taught, but also a knowledge of the best method of imparting instruction to these branches. To provide its students with a liberal education, combined with a technical and professional knowledge of teaching, has ever been the aim of the College. How well and fully it has realized this objective the high professional standing of the teachers it has educated fully attests. Since the foundation of this Normal School, or Teachers College, the standard of education has been materially raised.

### Placement Service

The State Teachers College at West Chester maintains a well organized and very active Placement Bureau. This Bureau is under the direction of the Dean of Instruction. He is assisted in this work by a Committee on Placement composed of faculty members and seniors.

Members of School Boards, Superintendents, Supervising Principals or others who are in need of trained teachers are requested to make application to the Dean of Instruction as early as possible. The Placement Bureau is in a position to send out thorough and accurate information concerning each of the graduates of the College. This material is available to any school official who desires the information in connection with an application made by one of our graduates. This information covers the scholastic standing, a thorough record of the student's teaching experience, ratings of personality and character by members of the faculty together with a definite statement compiled by the graduate himself.

Graduates of the State Teachers College at West Chester are asked to keep in touch with the President in order that they may be recommended for better positions demanding experience. Graduates are also asked to keep the office informed of vacancies, so that these positions, in turn, may be brought to the attention of teachers not placed.

## SCHOLARSHIPS AND OPPORTUNITIES FOR FINANCIAL AID

### Scholarships

**Samuel Martin Scholarship Bequest**—This is a fund which has been left by the will of Mr. Samuel Martin "to be used to defray a

part of the expenses of persons of limited means who are preparing to teach. . . . Persons who are assisted shall preferably be educated at the West Chester Normal School" (Now State Teachers College). "Children of Friends, or persons in sympathy with Friends are preferred". Persons wishing to obtain the benefits of this fund, will inform J. Carroll Hayes, Esq., 121 North High Street, West Chester, Pennsylvania.

**State Scholarships**—The State Department of Public Instruction offers a free scholarship of \$100 each year for four years to the student earning the highest score in the competitive examinations given on the first Friday of May each year. This scholarship may be used at West Chester. Apply to your high school principal or to your county superintendent of schools.

### Loans

The College is eager to provide educational opportunities for needy and deserving students. A student whose record is satisfactory in academic work and in respect to personal and community responsibility may feel that his application for aid will receive favorable consideration. Applicants apply at the Personnel Office for necessary forms.

**Alumni Loan Fund**—This is a fund which was created by the Alumni Association to aid needy students in their junior and senior years. The maximum loan is \$100 per year. Loans must be used exclusively for college expenses. Applicants must be good students and in need. Legal security is required. No interest is charged. Repayments begin at the rate of \$15 monthly after graduation.

**Student Loan Fund**—This is an emergency loan for needy students which is to be repaid within a year. The maximum loan to any one student is \$25. No interest is charged. The loan must be applied to college expenses. It is limited to students in the regular session who shall have been in college for at least one semester. A record of "C" or better in scholarship is required to be eligible for this loan. No surety is required. Personal character and a sponsor's signature are the additional requisites for securing this loan.

**Sensenig Memorial Fund**—This fund is to be expended to assist or reward students who have shown or are showing outstanding ability and achievement in mathematics.

### REMUNERATIVE WORK: STUDENT HELP EMPLOYMENT

Applications for the various types of student employment are

available after May first of each year. Appointments for the year are made July first.

**Student Help Assistants**—The College employs a limited number of students to be assistants in some of the departments of the college; as, for example, the library, laboratories, offices, etc. They are paid on an hourly basis and may earn \$90 each semester. These jobs require training or experience.

**Student Help Waiters**—The college employs each year a number of waiters for its college dining hall to fill the vacancies which occur at the end of each school year. Students thus employed are paid on an hourly basis and may earn \$90 each semester.

**Part Time and Odd Jobs**—The Personnel Office offers, when it is possible to do so, assistance to students who wish to earn money toward their college expenses. Students may register for such part time work or odd job work as may come to this office from the campus or community. While the Personnel Office makes every effort to obtain places for those who wish employment, it cautions against depending upon this source for any regular or dependable income. The opportunities range from a few dollars to nearly \$200 for the college year, with an average of about \$20. Students who enter college well prepared in some vocation skill are able to earn more than those with little or no training.

**National Youth Administration Aid**—Needy students under 25 years of age who have good scholastic records may apply for employment under Federal grant. The amount available depends upon the Federal appropriation which may be received each August for the following college year. For purposes of spreading opportunities, this college halves many of the jobs thus creating half-time jobs as well as full-time jobs. Half-time jobs require 25 hours of work per month and full-time jobs, 50 hours per month. Each type pays thirty cents an hour. This money must be used exclusively for college expenses and is available to those who could not otherwise attend college.

**Opportunities for Earning Room and Board**—Women students who may need to earn their room and board should apply for such positions as may be available. Those who have had experience or training in home duties are more easily placed. The duties vary from caring for children and tutoring, to cooking, cleaning, and the performance of general household duties. Girls live under conditions and regulations approved by the college, and are encouraged to participate in all college activities. This work takes care of the

\$252 a year charged for room, meals, and laundry of the student who might otherwise live in the dormitory. Those interested should write for application forms to the Associate Dean of Women, after May first. A personal interview is required by both the Associate Dean of Women and the housemother.

There are a few similar opportunities for young men. Those interested apply at the Personnel Office.

## HEALTH AND PHYSICAL EDUCATION PROGRAM

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offers the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula require certain courses in health and physical education for all students pursuing that curriculum.

### Intercollegiate Athletics

During the last few years, it has become recognized more and more by educators and public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and, as such, are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics, provided facilities, built schedules and furnished instructors for the purpose of filling these educational needs.

The activities, including sports such as football, basketball, cross country, soccer, etc., are conducted for the purpose of providing our college youth with the opportunity not only to participate in the fighting games which test strength, skill and endurance but also of providing such educational values as sound health habits; service to the college; generous treatment of opponents; ability to stand up under fire; and the achievement of personal skills which can be utilized in coaching later.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that as many young men as possible may participate in the activity which interests them most and, in which they may achieve a high degree of personal



skill; second, to provide eligibility rules that are just and sensible yet will insure good scholarship; third, to provide schedules which are in our college class, yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

In conducting these athletics our college lays no claim to championships although its representative teams rank with those of the best colleges and universities in the Commonwealth.

### **Intramural Athletics**

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all the students and the policy of the College Administration is to expand this part of the program for both men and women in order that a variety of activities may be supplied for the majority of our students. Such sports as touch football, soccer, tennis, track, speed ball, volleyball, softball, basketball, etc. will be organized and conducted for the young men students.

### **Women's Athletic Association**

The intramural athletics for women are conducted by the above named organization for the social, physical and recreational benefit of the women students of the College. Its governing council consists of the club officers and sports managers and two faculty advisers. Its program provides a wide range of activities including: the modern dance, clog and tap dancing, hockey, archery, volleyball, swimming, life saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling and winter sports such as sleighing, coasting and skating. In addition the W. A. A. sponsors recreational evenings when both men and women students have an opportunity to participate in a social dancing class; to engage in roller skating; and to join in folk and old-fashioned square dancing.

### **Facilities**

Probably no college in America has better recreational and athletic facilities than those to be found on the campus at West Chester. To carry out this program of sports for all students the College has:

1. Two large gymnasiums splendidly equipped with every type of apparatus needed for indoor athletic activities.

2. Eight athletic fields for the various types of outdoor sports involved in this program.
3. The College provides for the use of a modern swimming pool at the local Y. M. C. A. for instruction in swimming and aquatics.

### STUDENT HEALTH SERVICE

The Board of Trustees has authorized and sponsored the establishment at the College of a student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teachers' training institution and serves as a vital link in the chain of public health teaching. As an example of good health to her pupils, the teacher must know what health means and also the procedures by which it may be obtained.

The College maintains a completely modern and efficient Student Health Service. A resident physician and two graduate nurses are on daily duty during the college year in the Infirmary where every facility is available for the care of the health of the student body.

Students are advised that, after the initial office consultation and first aid treatment by the college physician and nurses, subsequent treatments must be given by or under the advice of an outside physician of the student's choice. All expenses for medicine and treatment by the physician of the student's choice must be borne by the student. The physician of the student's choice may attend the student at the Infirmary.

Emphasis is placed upon the fact that the purpose of the Student Health Service is two-fold: first to guard the health of the student while in college; second, to develop in prospective teachers the proper scientific health attitudes and habits. This service is provided without charge and is compatible with the policy of the college to endorse the most progressive phases of a modern educational program. Each student is urged to avail himself of the facilities of the Student Health Service and to be individually active in preserving the general good health of the college group.

### MUSICAL PROGRAM

The college has the following well developed musical organizations:

1. Three College Bands.  
Elementary, Intermediate and Advanced.



Membership in these organizations is determined by the background a student has in instruments when he enters College, and his advancement while in College.

2. The College Criterions.

The Dance Band of the College consists of ten men, carefully selected, who furnish the music at all social functions.

3. The Men's Glee Club.

Thirty voices chosen from the entire enrollment of the men students for this organization.

4. Three College Orchestras.

Elementary, Intermediate, and Advanced. Membership in these organizations is determined in the same manner as the College Bands.

5. The Vesper Choir.

This outstanding organization consists of all the men students and senior women students of the Public School Music Curriculum.

6. The Junior Chorus.

All women voices—freshmen, sophomores and juniors in the Public School Music Curriculum are eligible to this chorus.

7. College Women's Glee Club.

One hundred voices are carefully chosen from the women of the Primary, Intermediate, Secondary, Rural and Health Education groups for this group.

8. Other Student Musical Organizations.

The Campus Instrumental Trio, the Ensemble Club, the Campus Vocal Trio, and the Varsity Quartet are three smaller organizations which have contributed most acceptably to the music on the campus.

## STUDENT TEACHING

Student teaching is carried on in the following schools:

West Chester—

High Street School	Grades 1 to 6
Biddle Street School	Grades 1 to 9
Gay Street School	Grades 1 to 8

Senior High School Grades 10 to 12 in the following fields:  
English, Science, Geography, Social  
Studies, Mathematics, French and  
Latin, Health Education and Music.

Grove	}	Rural, Health Education and Music.
Pleasant Grove Consolidated School		
East Bradford		
West Goshen		
West Bradford		
Kennett Square Consolidated School		
Paoli Road		

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## UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

### A. FEES

#### I. Student Activity Fee.

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee as determined and collected by the Student Activities Association at West Chester Teachers College is for the 1939-40 year, \$10.00 a semester.

#### II. Contingent Fee.

A contingent fee for all students is charged as follows:

	Half Semester
Elementary Curriculum	\$18.00
Secondary Curriculum	18.00
Health Education	27.00
Music	45.00

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

#### III. Housing Fee.

##### 1. Housing rate for students:

The housing rate for students shall be \$63.00 per one-half semester and \$42.00 for the Summer Session. This includes room, meals and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session may be made.

- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
  - (c) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
  - (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, and to meet the requirements of the Home Management Clubs in the two institutions maintaining home economics curriculums, the housing rate shall be divided \$2.00 for room rent and \$5.00 for table board.
  - (e) Students, not living in the College dormitories, but living in houses approved by the College, shall be responsible for their own laundry.
2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week.
3. The rate for transient meals shall be:
- |                   |               |                |
|-------------------|---------------|----------------|
| Breakfast, \$.30; | Lunch, \$.40; | Dinner, \$.50. |
|-------------------|---------------|----------------|

#### IV. Damage Fee.

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

#### V. Infirmary Fee.

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

#### VI. Isolation Hospital Fee.

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10 a week, but this additional charge does not include trained nurse or special medical service.

## VII. Tuition Fee.

Students whose residence is out of the state shall be charged a fee of \$105.00 per semester; \$35.00 per Summer Session. (It is understood that this fee has been operative since June 1, 1929, for entering students only.) Out-of-state students shall pay the contingent fee in addition to the tuition fee.

## VIII. Private Instruction Fees.

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestral instruments, \$24 per semester—for one lesson per week.  
Pipe organ, \$42 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester. Rental of pipe organ for practice, 1 period per day, \$36 per semester. Rental of band or orchestral instruments, \$6.00 per semester. (For Summer Session the charge is one-third of above rates.)
3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows: The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

## IX. Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

### **X. Record Transcript Fee.**

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

### **XI. Delinquent Accounts.**

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

## **B. DEPOSITS**

### **Advance Registration Deposit.**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the students' contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

## **C. NO OTHER FEES OR DEPOSITS PERMITTED**

No fees or deposits, other than as specified above may be charged by a State Teachers College.

## **D. REPAYMENTS**

### **I. Repayment will not be made:**

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

- II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.
- III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

### SUMMARY OF FEES

#### Students Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 11, 1939:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Sept. 11, 1939	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$108.00
Amounts due Nov. 13, 1939:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Nov. 13, 1939	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$108.00
Total—First Semester	\$162.00	\$162.00	\$162.00	\$162.00	\$180.00	\$216.00

#### Students Not Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 11, 1939:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Amounts due Nov. 13, 1939:						
Contingent Fee .....	18.00	18.00	18.00	18.00	27.00	45.00
Total—First Semester	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 54.00	\$ 90.00



The expenses of the second semester will be the same as for the first semester. The dates for payment of second semester dues are January 22, 1940, and March 25, 1940.

Checks for above fees should be drawn payable to the Commonwealth of Pennsylvania. If U. S. Postal Money Order is used in payment of the above fees, the money order must be made payable at Harrisburg and payable to the Commonwealth of Pennsylvania. No certificates or grades will be issued to students at the close of any session and no schedules or work for any semester or session will be given to students whose accounts are not paid in full.

Each student must pay an activity fee of \$10.00 per semester. This fee is due and payable September 11, 1939, and January 22, 1940. Check for this activity fee should be made payable to the West Chester College Student Activities Association. If U. S. Postal Money Order is used in payment of this activity fee, the money order must be made payable at West Chester and payable to the West Chester College Student Activities Association.

Books costing approximately \$15.00 per semester are purchased by each student.

Students who are not residents of Pennsylvania must pay in advance, in addition to the above mentioned fees, a tuition fee of \$105.00 per semester.

**Day Students.** Day students will pay the same amount as boarding students except the charge for room, board and laundry.

**Tuition.** The Teachers College, being a state owned and state supported institution, exempts students who are legal residents of Pennsylvania, from the payment of any tuition fee; but, in return for this, students, upon entering the college, must agree to teach in the schools of the state for not less than two years.

**Damages.** The rooms are fully equipped for students at entrance. Any damage to furniture, furnishings, or buildings, beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the College, a proportionate amount will be charged to all students accountable.

**Charges During Illness.** For minor illnesses, students are charged \$1.00 per day after the third day in the Infirmary. This charge is exclusive of the fees of physicians, the expenses of em-

ploying trained nurses and the costs of medicine for all of which students or the parents thereof are responsible. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they must bear their own expenses.

**Obligations Assumed.** The acceptance of a student is for a semester, and parents, and any others who are providing for the expenses of students at the College, should understand that their financial obligations are for an entire semester.

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## CURRICULA OFFERED AT WEST CHESTER

A program of studies of the College embraces the following curricula:

**1. A Four-Year Kindergarten-Primary Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

**2. A Four-Year Intermediate Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

**3. A Four-Year Rural School Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

**4. A Four-Year Secondary School Curriculum.**

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

**5. A Four-Year Health Education Curriculum.**

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health Education in public schools and leads to the degree of Bachelor of Science in Health Education.

**6. A Four-Year Music Curriculum.**

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

## COURSES LEADING TO THE B. S. DEGREE FOR THE ELEMENTARY AND SECONDARY FIELDS

The State Teachers College at West Chester, because of the forward looking policy of the State of Pennsylvania, is now able to offer all teachers, or others, advanced work leading to the degree of B. S. in Education, provided such persons have completed, in addition to an approved four-year high school course, any two-year normal course, and desire to continue their professional training.

Everyone recognizes that this movement for the better preparation of teachers is a wise and expedient one, primarily because it means better educational facilities for the children of the elementary schools. Already a number of states and communities have set their standards beyond the requirements of the two-year normal course. Philadelphia, for example, now requires three years. New York requires three years, with a probability that the Bachelor's degree will be necessary, and at no distant date, for those who desire to teach in the elementary grades. Cincinnati now requires five years of preparation beyond the high school for those who teach in the elementary schools of that city. These cases are cited merely to show the tendency in the direction of better prepared teachers. Pennsylvania may be expected to keep pace, in this particular, with the most progressive of the states.

The advancement in professional requirements for teaching is almost always accompanied with an advance in salary. It may be noted, also, that many communities are establishing the single salary schedule for teachers in the elementary schools, the junior high schools, and the senior high schools, provided the length of the period of professional preparation is the same and on the same level for all.

### LIMITED CERTIFICATE

Any student in the Elementary Curriculum who finds it necessary to enter the teaching profession before completing the full requirements for the degree, Bachelor of Science in Elementary Education, may secure a State Standard Limited Certificate if the requirements for this certificate are met. This State Standard Limited Certificate will be issued in the elementary field to a student who has completed the first three years of the four-year curriculum provided six semester hours of student teaching has been secured.

## KINDERGARTEN-PRIMARY CURRICULUM

## Kindergarten, Grades 1, 2, and 3

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Li- brary Science .....	4	3	English II .....	3	3
Fundamentals of Speech .....	3	3	Principles of Geo- graphy .....	3	3
Biological Science I .....	4	3	Biological Science II .....	4	3
Health Education I, in- cluding Physical Ed- ucation and Personal Hygiene .....	4	2	Health Education II, in- cluding Physical Ed- ucation and Personal Hygiene .....	4	2
Place and Purpose of Education in the So- cial Order, including School Visitation .....	3	2	History of Civilization .....	4	4
Appreciation of Music .....	3	2	Appreciation of Art .....	3	2
	21	15		21	17
Third Semester			Fourth Semester		
Literature I .....	3	3	Literature II .....	3	3
Economic Geography .....	3	3	Principles of Sociology .....	3	3
General Psychology .....	3	3	or Principles of Eco- nomics .....	3	3
Physical Science I .....	4	3	Educational Psychology .....	3	3
Elective .....	3	3	Physical Science II .....	4	3
	16	15	Elective .....	5	5
Fifth Semester			Sixth Semester		
American Govern- ment—Federal, State and Local .....	3	3	Child Psychology .....	3	3
Teaching of Reading .....	3	3	Teaching of English in- cluding Handwriting .....	4	3
Music I .....	4	2	Music II .....	3	1½
Art I .....	4	2	Art II .....	3	1½
Curriculum in Arith- metic .....	3	2	Teaching of Health .....	3	2
School Law .....	1	1	U. S. History to 1865 .....	3	3
Elective .....	3	3	Elective .....	3	3
	21	16		22	17
Seventh Semester			Eighth Semester		
Educational Measure- ments .....	2	2	Student Teaching and Conferences .....	15	12
Curriculum in Elemen- tary Science .....	4	3	Curriculum Materials, Selection and Adapta- tion .....	4	3
Visual Education .....	2	1		19	15
Children's Literature and Story Telling .....	3	3			
Evolution of the Amer- ican Public School .....	2	2			
Philosophy of Educa- tion .....	2	2			
Elective .....	3	3			
	18	16			

**Notes:**

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading

Teaching of English

Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching — six semester hours

Curriculum in Elementary Science

Children's Literature and Story

Telling

Curriculum Materials

**Electives**

Pre-School Child .....	2	2
Kindergarten-Primary Theory .....	2	2
U. S. History since 1865 .....	3	3
Special Education .....	3	3
Child Adjustment .....	3	3
Diagnostic and Remedial Instruction in Reading .....	3	3
Parent Education .....	3	3
Handicrafts .....	4	2
Descriptive Astronomy ..	2	2

Courses in Speech or other approved courses from subject fields.

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## INTERMEDIATE CURRICULUM

## Grades 4, 5 and 6

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Li- brary Science .....	4	3	English II .....	3	3
Fundamentals of Speech .....	3	3	Principles of Geo- graphy .....	3	3
Biological Science I .....	4	3	Biological Science II .....	4	3
Health Education I, in- cluding Physical Ed- ucation and Personal Hygiene .....	4	2	Health Education II, in- cluding Physical Edu- cation and Personal Hygiene .....	4	2
Place and Purpose of Education in the So- cial Order, including School Visitation .....	3	2	History of Civilization .....	4	4
Appreciation of Music .....	3	2	Appreciation of Art .....	3	2
	21	15		21	17
Third Semester			Fourth Semester		
Literature I .....	3	3	Literature II .....	3	3
Economic Geography .....	3	3	Principles of Sociology .....	3	3
General Psychology .....	3	3	or Principles of Eco- nomics .....	3	3
Physical Science I .....	4	3	Educational Psychology .....	3	3
Elective .....	3	3	Physical Science II .....	4	3
	16	15	Elective .....	5	5
Fifth Semester				18	17
American Govern- ment—Federal, State and Local .....	3	3	Sixth Semester		
Teaching of Reading .....	3	3	Child Psychology .....	3	3
Music I .....	4	2	Teaching of English, in- cluding Handwriting .....	4	3
Art I .....	4	2	Music II .....	3	1½
Curriculum in Arith- metic .....	3	2	Art II .....	3	1½
School Law .....	1	1	Teaching of Health .....	3	2
Elective .....	3	3	U. S. History to 1865 .....	3	3
	21	16	Elective .....	3	3
Seventh Semester				22	17
Educational Measure- ments .....	2	2	Eighth Semester		
Curriculum in Elemen- tary Science .....	4	3	Student Teaching and Conferences .....	15	12
Visual Education .....	2	1	Curriculum Materials, Selection and Adapta- tion .....	4	3
Children's Literature and Story Telling .....	3	3		19	15
Evolution of the Amer- ican Public School .....	2	2			
Philosophy of Educa- tion .....	2	2			
Elective .....	3	3			
	18	16			



**Notes:**

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading  
Teaching of English  
Curriculum of Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching — six semester hours  
Curriculum in Elementary Science  
Children's Literature and Story  
Telling  
Curriculum Materials

**Electives**

Teaching of Arithmetic	3	3
Civic Education .....	3	3
U. S. History since 1865	3	3
Industrial Arts .....	4	2
Geography of Western Hemisphere .....	3	3
Geography of Eastern Hemisphere .....	3	3
Descriptive Astronomy	2	2

Courses in Speech or other approved courses from subject fields.

## RURAL SCHOOL CURRICULUM

## Grades 1 through 8

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Li-			English II	3	3
brary Science	4	3	Principles of Geo-		
Fundamentals of Speech	3	3	graphy	3	3
Biological Science I	4	3	Biological Science II	4	3
Health Education I, in-			Health Education II, in-		
cluding Physical Edu-			cluding Physical Edu-		
cation and Personal			cation and Personal		
Hygiene	4	2	Hygiene	4	2
Place and Purpose of			History of Civilization	4	4
Education in the So-			Appreciation of Art	3	2
cial Order, including				21	17
School Visitation	3	2			
Appreciation of Music	3	2			
	21	15			
Third Semester			Fourth Semester		
Literature I	3	3	Literature II	3	3
Economic Geography	3	3	Principles of Sociology	3	3
General Psychology	3	3	or Principles of Eco-		
Physical Science I	4	3	nomics	3	3
Elective	3	3	Educational Psychology	3	3
	16	15	Physical Science II	4	3
			Elective	5	5
				18	17
Fifth Semester			Sixth Semester		
American Govern-			Child Psychology	3	3
ment—Federal, State			Teaching of English, in-		
and Local	3	3	cluding Handwriting	4	3
Teaching of Reading	3	3	Music II	3	1½
Music I	4	2	Art II	3	1½
Art I	4	2	Teaching of Health	3	2
Curriculum in Arith-			U. S. History to 1865	3	3
metic	3	2	Elective	3	3
School Law	1	1		22	17
Elective	3	3			
	21	16			
Seventh Semester			Eighth Semester		
Educational Measure-			Student Teaching and		
ments	2	2	Conferences	15	12
Curriculum in Ele-			Curriculum Materials,		
mentary Science	4	3	Selection and Adap-		
Visual Education	2	1	tation	4	3
Children's Literature				19	15
and Story Telling	3	3			
Evolution of the Amer-					
ican Public School	2	2			
Philosophy of Edu-					
cation	2	2			
Elective	3	3			
	18	16			

## Notes:

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading  
Teaching of English  
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching — six semester hours  
Curriculum in Elementary Science  
Children's Literature and Story  
Telling  
Curriculum Materials

## Electives

Rural Sociology .....	3	3
Rural School Problems	3	3
Agriculture and Nature..	3	2

Any other electives approved for Kindergarten or Grades 1, 2, 3, 4, 5 and 6.

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## SECONDARY EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including			English II	3	3
Library Science	4	3	Principles of Geography	3	3
Fundamentals of Speech	3	3	Biological Science II	4	3
Biological Science I	4	3	Health Education II, in-		
Health Education I, in-			cluding Physical Edu-		
cation and Personal			Hygiene	4	2
Hygiene	4	2	History of Civilization	4	4
Place and Purpose of			Appreciation of Art	3	2
Education in the So-				21	17
cial Order, including					
School Visitation	3	2			
Appreciation of Music	3	2			
	21	15			
Third Semester			Fourth Semester		
Literature I	3	3	Literature II	3	3
Economic Geography	3	3	Principles of Sociology	3	3
General Psychology	3	3	or Principles of Eco-		
Physical Science I	4	3	nomics	3	3
Elective	3	3	Educational Psychology	3	3
	17	16	Physical Science II	4	3
			Elective	5	5
				18	17
Fifth Semester			Sixth Semester		
American Govern-			Problems of Secondary		
ment—Federal, State			Education	2	2
and Local	3	3	Guidance	2	2
School Law	1	1	Electives	13	13
Educational Measure-				17	17
ments	2	2			
Electives	10	10			
	16	16			
Seventh Semester			Eighth Semester		
Evolution of the Amer-			Student Teaching and		
ican Public School	2	2	Conferences	15	12
Visual Education	2	1	Curriculum Materials,		
Philosophy of Edu-			Selection and Adapta-		
cation	2	2	tion	4	3
Electives	11	11		19	15
	16	15			

## Notes:

(1) The electives in the first two years shall consist of such approved courses as will meet the needs of the students's future program of studies.

(2) The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

### Areas of Concentration in the Secondary Field

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's enrollment he must demonstrate competence in the fields chosen before permission is granted to complete requirements for certification.

### ENGLISH FIELD

#### Required—18 semester hours

	<i>Periods</i>	<i>Credits</i>
English I .....	3	3
English II .....	3	3
Literature I .....	3	3
Literature II .....	3	3
English Philology .....	3	3
Advanced Composition .....	3	3

#### Electives—6 semester hours

Shakespeare .....	3	3
Short Story .....	3	3
Modern Novel .....	3	3
World Literature .....	3	3
Contemporary Poetry .....	2	2
Victorian Prose and Poetry .....	3	3
Journalism .....	2	2
Pre-Shakespearean Literature .....	2	2
Romantic Period .....	3	3
Essay .....	3	3
Modern Drama .....	2	2
19th Century Novel .....	3	3

## FOREIGN LANGUAGES

The department of French would like to serve adequately three groups of students: all who desire some elementary knowledge of the language for their own general educational background; those who wish French only as related to their chosen fields; and, finally, those students who are preparing to become teachers of French. This last group studies how to make the subject vital to high school students and extends his own acquaintance with the language by using it as the oral and written medium through which to examine the civilization and literature of France. Each student of this last group is given an opportunity to teach classes in the local high school.

The Latin courses are planned definitely for those students who propose to become teachers of the subject. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they reappear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives.

## FRENCH FIELD

Required—18 semester hours

		<i>Periods</i>	<i>Credits</i>
French	I. Phonetics and Conversation	3	3
French	II. Composition and Readings in the Short Story	3	3
French	III. Readings from the 19th Century Prose	3	3
French	IV. French Romanticism	3	3
French	V. French Classical Prose of the 17th Century	3	3
French	VI. Drama of the 17th Century	3	3

Electives—6 semester hours

French	VII. 18th Century Philosophers	3	3
French	VIII. French Novel of Today	3	3

## LATIN FIELD

	<i>Periods</i>	<i>Credits</i>
Latin I. Ovid and Virgil .....	3	3
Latin II. Livy .....	3	3
Latin III. Cicero and Tacitus De Senectute and De Amicitia .....	3	3
Latin IV. Horace .....	3	3
Latin V. Plautus and Terence .....	3	3
Latin VI. Roman Civilization .....	3	3

## GEOGRAPHY FIELD

## Required—18 semester hours

Principles of Geography.....	3	3
Economic Geography .....	3	3
Geography of the United States and Canada.....	3	3
Geography of Latin America.....	3	3
Geography of Europe .....	3	3
Geography of the Pacific Realm.....	3	3

## Electives—6 semester hours

Climatology and Meteorology .....	3	3
Physiography .....	3	3
Conservation of Natural Resources .....	3	3
Field Courses .....	3	3
Commercial and Industrial Geography.....	3	3
Trade and Transportation.....	3	3

## MATHEMATICS FIELD

## Required—18 semester hours

College Algebra I .....	3	3
College Trigonometry .....	3	3
Analytic Geometry .....	3	3
Calculus I .....	3	3
Calculus II .....	3	3
Statistics .....	3	3

## Electives—6 semester hours

College Algebra II .....	3	3
Synthetic Geometry .....	3	3
History of Mathematics .....	3	3
Applied Mathematics .....	3	3



## SCIENCE FIELDS

A minimum of 24 semester hours must be presented to meet the requirements for the field of concentration.

## A. Science Field

## Required

	<i>Periods</i>	<i>Credits</i>
Biological Science (Botany, Zoology) .....	8	6
Physical Science (Chemistry, Physics) .....	8	6

## Required for Elective Field of Science

Advanced Biology Courses .....	8	6
Advanced Physical Courses .....	8	6

See courses listed under electives in biological science and physical science.

## B. Field of Biological Science

## Required

Biological Science (Botany, Zoology) .....	8	6
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## Required for Elective Field of Biology

Botany .....	8	6
Zoology .....	8	6

## Electives for Biology Field

Advanced Nature Study .....	4	3
Bacteriology .....	4	3
Comparative Anatomy .....	4	3
Ecology .....	4	3
Embryology .....	4	3
Entomology .....	4	3
Genetics .....	3	3
Histology .....	4	3
Parasitology .....	4	3
Physiology .....	4	3

## C. Field of Physical Science

## Required

	<i>Periods</i>	<i>Credits</i>
Physical Science (Chemistry and Physics).....	8	6

## Required for Elective Field of Physical Science

General Chemistry .....	12	8
General Physics .....	12	8

## Electives for Field of Physical Science

Colloidal Chemistry .....	4	3
Descriptive Astronomy .....	2	2
Food Chemistry .....	4	3
Geology .....	4	3
Heat .....	4	3
Hydrostatics .....	4	3
Industrial Chemistry .....	4	3
Magnetism and Electricity .....	4	3
Mechanics .....	4	3
Modern Physics .....	4	3
Organic Chemistry .....	4	3
Optics .....	4	3
Physical Chemistry .....	4	3
Physics Laboratory .....	4	3
Physiography .....	3	3
Physiological Chemistry .....	4	3
Qualitative Analysis .....	4	3
Quantitative Analysis .....	4	3
Sound .....	4	3

## D. Chemistry

## Required Electives

General Inorganic Chemistry .....	12	8
Qualitative Analysis .....	4	3
Quantitative Analysis .....	4	3
Organic Chemistry .....	4	3

## Electives

Physical Chemistry .....	4	3
Industrial Chemistry .....	4	3
Physiological Chemistry .....	4	3
Food Chemistry .....	4	3
Colloidal Chemistry .....	4	3

## E. Physics

## Required Electives

General College Physics .....	12	8
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## Electives

	<i>Periods</i>	<i>Credits</i>
Mechanics .....	4	3
Heat .....	4	3
Magnetism and Electricity .....	4	3
Hydrostatics .....	4	3
Optics .....	4	3
Modern Physics .....	4	3
Sound .....	4	3
Physics Laboratory .....	4	3

## SOCIAL STUDIES

## Required—18 semester hours

History of Civilization .....	4	4
Sociology .....	3	3
American Government .....	3	3
Economics .....	3	3
Social and Industrial History of U. S. ....	3	3
Modern European History .....	3	3

## Electives—6 semester hours

Early European History .....	3	3
Latin American History .....	3	3
Comparative Government .....	3	3
European History since World War .....	3	3
Evolution of Social Institutions .....	3	3
History of England .....	3	3
History of U. S. II .....	3	3
History of the Far East .....	2	2
History of Pennsylvania .....	2	2
Ethics .....	2	2
Renaissance and Reformation .....	2	2
Industrial Relations .....	2	2
History of U. S. I .....	3	3
Introduction to Philosophy .....	3	3
Social Problems .....	3	3

## HEALTH AND PHYSICAL EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
English I, including Li-			English II .....	3	3
brary Science .....	4	3	Biological Science II .....	4	3
Biological Science I .....	4	3	Chemistry of Nutrition .....	4	3
Chemistry .....	4	3	Appreciation of Art .....	3	2
Personal Hygiene .....	3	3	Place and Purpose of		
Appreciation of Music .....	3	2	Education in the So-		
Physical Education			cial Order, including		
Activities .....	9	3	School Visitation .....	2	2
	26	17	Introduction to Physical		
			Education .....	1	1
			Physical Education		
			Activities .....	9	3
				27	17
Third Semester			Fourth Semester		
Literature I .....	3	3	Hygiene (Community) ..	3	3
Physiology I .....	3	3	Physiology II .....	3	3
History of Civilization ..	2	2	History of Civilization ..	2	2
General Psychology .....	3	3	Descriptive Anatomy ...	3	3
Physical Education			Physical Education		
Activities .....	6	2	Activities .....	6	2
Elective .....	3	3	Elective .....	3	3
	20	16		20	16
Fifth Semester			Sixth Semester		
Fundamentals of Speech ..	3	3	Physical Education		
Economic Geography ...	3	3	Tests .....	3	3
Mechanical Analysis of			American Government ..	3	3
Activities .....	2	2	Mechanical-Anatomical		
Physical Education			Analysis of Activities ..	2	2
Activities .....	9	3	Principles of Sociology		
Elective .....	4	4	or Principles of Eco-		
	22	15	nomics .....	2	2
			Physical Education		
			Activities .....	9	3
			Elective .....	3	3
				22	16
Seventh Semester			Eighth Semester		
Philosophy of Edu-			Student Teaching and		
cation .....	2	2	Conference .....	18	12
Leadership in Pro-			Curriculum Materials ..	4	4
jective Procedures .....	2	2		22	16
Nature and Function of					
Play .....	2	2			
Festivals and Pageants ..	2	2			
Organization and Ad-					
ministration of Phys-					
ical Education .....	4	4			
Visual Education .....	2	1			
Physical Education					
Activities .....	6	2			
	20	15			

## TEACHER EDUCATION CURRICULUM IN MUSIC EDUCATION

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
English I, including Library Science .....	4	3	English II .....	3	3
Place and Purpose of Education in the Social Order, including School Visitation .....	3	2	Speech .....	3	3
Harmony I .....	3	3	Harmony II .....	3	3
Solfeggio I .....	3	2	Solfeggio II .....	3	2
Ear Training I .....	3	2	Ear Training II .....	3	2
Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	9	3	Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	9	3
Health Education .....	2	1	Health Education .....	2	1
	<hr/>	<hr/>		<hr/>	<hr/>
	27	16		26	17
Third Semester			Fourth Semester		
Appreciation of Art .....	3	2	Principles of Sociology .....	2	2
History of Civilization .....	4	4	Literature I or II .....	3	3
Harmony III .....	2	2	Harmony IV .....	2	2
Solfeggio III .....	3	2	Elements of Conducting .....	2	2
Ear Training III .....	3	2	Methods and Materials I .....	4	3
Eurythmics I .....	2	1	Eurythmics II .....	2	1
Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	9	3	Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	9	3
	<hr/>	<hr/>		<hr/>	<hr/>
	26	16		24	16
Fifth Semester			Sixth Semester		
General Psychology .....	3	3	Educational Psychology .....	3	3
Advanced Choral Conducting .....	3	3	Harmony VI .....	2	2
Harmony V .....	2	2	Advanced Instrumental Conducting .....	3	3
History and Appreciation of Music I .....	3	3	History and Appreciation of Music II .....	3	3
Methods and Materials II .....	4	3	Methods and Materials III .....	4	3
Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	9	3	Private Study — Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band .....	6	2
	<hr/>	<hr/>		<hr/>	<hr/>
	24	17		21	16

Seventh Semester			Eighth Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
Physical Science .....	4	3	Educational Measure-		
Student Teaching and			ments .....	2	2
Conference .....	8	6	Student Teaching and		
Private Study — Voice			Conference .....	7	6
and Piano or (Organ)			Private Study — Voice		
Chorus, Instruments,			and Piano or (Organ)		
Orchestra and Band .....	6	2	Chorus, Instruments,		
Elective .....	4	4	Orchestra and Band .....	6	2
	—	—	Elective .....	5	5
	22	15		—	—
				20	15

## DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the elective courses listed will be given in any one year. Whenever the demand for a course warrants the offering of that course, an effort will be made to give the course during the year in which the demand is made. In several cases, certain electives will be given one year and other electives will be given the following year, thus setting up a scheme of alternating certain elective courses.

### ART

#### Art I—Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials such as paper, cardboard, wood, yarn, raffia and clay and to develop an appreciation of the educational value of these materials. General principles underlying art teaching are considered through lectures, readings, reports and discussions.

#### Art II—Elementary Drawing, Design and Color 1½ credits

This course is designed to give students an idea of the intrinsic values of art in an educational program. It stresses expressiveness rather than technical competence. It aims to prepare the prospective teacher to capably guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in integrating art in the general school program.

#### Art IV—The History and Appreciation of Art 2 credits

This course surveys the essential periods of art throughout the ages. It stresses the place of art in the many cultural patterns and attempts to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life.

#### Arts and Crafts 3 credits

This is an elective course, practical for students who expect to do camp and playground crafts. The problems include experiments with various inexpensive materials and the activities are arranged with regard to the interests and needs of the individual student.

#### Design 3 credits

An elective course designed to develop judgment and creative power in problems of abstract and decorative design. A study of



recent tendencies in design. Studio practice will consist of design in relation to posters, textiles, crafts, decorative drawing and painting.

### **Creative Art**

3 credits

An elective course designed to develop expression in drawing, painting and modeling. The purpose is to give an opportunity for expression in the fine arts and to furnish a basis for aesthetic judgments. The activities will be arranged with regard to the individual interests of the students.

## **EDUCATION**

### **Place and Purpose of Education in the Social Order**

2 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It involves a broad survey of the educational organization in the country at large with detailed reference to certain particular situations.

### **Philosophy of Education**

2 credits

This course aims to help the student form his own thinking relative to the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools and the nature of the educational program;—Readings, discussions, reports, investigations and lectures.

### **Evolution of the American Public School System**

2 credits

This course involves an historical consideration of growth and development of public education in the United States from Colonial times to the present. Special emphasis will be placed upon the history of education in Pennsylvania;—Required readings, reports, lectures and discussions.

### **Principles of Secondary Education**

3 credits

The purposes of this course will be to survey briefly the development and nature of secondary education in America, the nature of the secondary school population and the adolescent boy and girl in particular. Special attention will be given to current and possible future trends.

**Teaching of Primary Subjects**

3 credits

This course is designed to give the students of the Kindergarten-Primary curriculum a brief, but comprehensive, acquaintance with the subjects taught in the primary grades. The subjects considered in detail are the teaching of Spelling, the teaching of Language and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work.

**Kindergarten-Primary Theory**

2 credits

This course deals primarily with kindergarten-primary aims, purposes, techniques and equipment. Special attention is given to modern tendencies in kindergarten-primary practice, particularly to the relation of the kindergarten to the primary grades. Observation in the Demonstration School is a prominent feature of the course.

**Teaching of Reading**

3 credits

This is a course involving in particular the technique and methods of the teaching of reading activities from the kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is also given to the problems of material, to measurements of progress and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course.

**Diagnostic and Remedial Instruction in Reading**

3 credits

This course is chiefly concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. The early development of a reading clinic is anticipated which should serve as an effective laboratory for part of the work of the course.

**General Psychology**

3 credits

This is the basic course required for all students. The emphasis is upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted.

**Educational Psychology**

3 credits

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in edu-

cation will be evaluated in the light of these facts and theories. Several basal psychologies of learning will be considered, such as Thorndike's conditioned response, Gestalt, etc. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training and personality will be considered.

### **Child Psychology**

3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental and psychological factors that condition the child's development will be considered and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child, will be given special attention.

### **Pre-School Child**

2 credits

This course is concerned with the study of the development of the child from birth to the kindergarten age. It will consist of detailed discussions and investigations of the physical, mental, emotional and social factors that contribute to this development. Special attention will be given to the problems of the nursery school.

### **Special Education**

3 credits

This course is concerned with the study of the development of special education, the education of the gifted, the mentally retarded and the physically handicapped child. The application of legislation regarding special education will be considered. Methods of teaching the "special" child and observation in special classes will be a feature of the course.

### **Mental Hygiene**

3 credits

This course attempts to analyze the individual from the several contemporary standpoints in order to secure principles of mental hygiene. The practical phases of the course treat the application of these principles to problems of individual schools and general social adjustment. The course is presented from the point of view of the normal individual.

### **Parent Education**

3 credits

A study of the broad field of parent education, designed to be helpful to leaders of parent education groups and to teachers who wish to understand how to cooperate most helpfully in carrying on such work in connection with their schools. The significance and meaning of parent education, the subject matter with which it may

be concerned, methods suitable for use with adult groups and helpful sources of material are the chief topics considered.

### **Educational Measurements**

2 credits

This course will consist of an examination, discussion and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests will also be considered in relation to their use, value and interpretation. The fundamentals of educational statistics will be studied in connection with their use in the testing program.

### **Guidance**

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as: interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance techniques for developing and guiding the interests and abilities of individuals are stressed, the job analysis, the course in occupations, methods of teaching vocations, vocational tests. The third unit will concern itself with human relations. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the hand book and human relations courses. General administration, organization and curriculum in guidance complete the course.

### **Visual Education**

1 credit

The course in visual education takes up the need for visual aids in teaching, types of visual aids available and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.

### **Problems in Junior-Senior High School Education**

2 credits

This course involves a consideration of the practical problems of development, organization and management as they affect today's high school teacher at work. It will consider in detail such problems as marks and marking, modern disciplinary situations, student participation in school control, extra-curricular activities, the changing curriculum, etc.

**School Law**

1 credit

This course will concern itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course will be devoted to a detailed practical consideration of existing school legislation in Pennsylvania. Desired new legislation will be discussed and some comparisons will be made with school laws in neighboring states. The work will consist of discussions, reports, lectures and investigations.

**Curriculum Materials**

3 credits

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under her supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields.

**Rural School Problems**

2 credits

A study of the problems that arise from the background and form of organization of the rural school. Because of the prevalence of one-teacher schools, particular emphasis will be placed on their problems, but attention will also be given to the peculiar problems of the consolidated school. The purpose of the course will be to understand these problems and to find the most satisfactory solutions for them.

**Student Teaching and Conference**

12 credits

This course is a period of apprenticeship for the prospective teachers. It provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Kindergarten-Primary, Intermediate, Rural, Secondary, Health Education and Public School Music.

**Teaching of Manuscript Writing**

1 credit

This course is intended to develop skill in writing the manuscript form as well as to treat the subject as a present trend in the education of the young child. The point of view will assume that manuscript writing shall be taught in the first three grades as a basis for



a cursive system in grades four, five and six. The course will consider such topics as: reasons for teaching manuscript writing, letter forms, size for different grades, position, manuscript writing scales, transfer to cursive and general methods for teaching manuscript writing. Attention will be given to building a writing program for the whole elementary school.

### Child Adjustment

3 credits

Mental Hygiene as applied to the problems of the elementary school child. Special attention is paid to the study and treatment of the socially immature child, the behavior-problem child, the emotionally unstable child, the retarded child, in relation to school, home and community adjustment. The mental hygiene of the classroom and of the teacher are considered. Visits are made to institutions dealing with problem children. Pre-requisites: General and Educational Psychology.

## ENGLISH

### English I

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required.

### English II

3 credits

This course stresses the interpretative side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precise writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I.

### Speech

3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions and speeches adapted to the needs of professional and business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure.

**English Literature**

3 credits

A survey of English literature from the tenth through the nineteenth centuries. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used.

**American Literature**

3 credits

A survey of American literature from Colonial days to the twentieth century. Special attention is given to major figures and to the influence of political and social events on American letters. An anthology is used.

**Dramatics in Elementary Grades**

3 credits

This course deals with the techniques of dramatic-play, dramatization and play production. It will include discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials.

**Children's Literature**

3 credits

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable her to select and locate appropriate material for daily classroom use and for programs celebrating various occasions during the year.

**Dramatic English**

3 credits

A fundamental course in the theory and practice of acting and directing. It contains text material in technique; reading and discussion of examples of dramatic literature; student lectures on current events in the theatre and related topics; and laboratory practice in life study, pantomime, interpretation of lines and the production of one-act plays.

**Speech Problems**

3 credits

This course is designed to train prospective teachers to care for defective speech in the classroom and in clinics and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. Diagnostic and remedial clinics, operating in conjunction with this course, give students practical experience in diagnosing and treating defective speech, in administering tests and in making and using speech



records. The more competent and experienced student clinicians are trained to supervise these activities and to conduct clinical demonstrations.

### **Advanced Composition**

3 credits

In this course a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Prerequisites: English I and II.

### **Teaching of English**

3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention.

### **Teaching of English in the Junior High School**

3 credits

This course is concerned with the choice of material and methods suitable for the teaching of English. The course of study in English now used in the state will be examined and discussed with a view to adapting it to local conditions.

### **Victorian Prose and Poetry**

3 credits

This course includes a survey of the literature of the Victorian period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking.

### **Contemporary Poetry**

3 credits

This course considers the movements in English and American poetry from 1850 to the present. A background for an interpretation of the present scene is attempted.

### **World Literature**

3 credits

This course studies, in translation, a limited number of recognized classics of the literature of the world. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.

### **Philology and Grammar**

3 credits

This course includes the study of the history and development of the English language, and an intensive study of the essentials of

English grammar, with the relation of these principles to the structure of sentences.

### **Short Story**

3 credits

This course is a brief survey of the short story as it has appeared in various literatures of the world. Emphasis is placed, however, upon the development and present trends of the short story in America.

### **Modern Novel**

3 credits

A course in appreciation designed to acquaint students with some of the important English and American novelists of the twentieth century. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed.

### **Nineteenth Century Novel**

3 credits

This course is designed to acquaint students with some of the prominent English and American novelists of the nineteenth century. Sir Walter Scott, Charles Dickens, William Thackeray, George Meredith, George Eliot, Samuel L. Clemens, Henry James, and William Dean Howells are among the writers who will be studied.

### **Pre-Shakespearean Literature**

3 credits

This course covers in survey fashion some of the plays which are important in the development of the English drama up to the time of Shakespeare.

### **Shakespeare**

3 credits

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such a way that this study may be used by students for teaching any of the plays.

### **Choral Speaking**

3 credits

Choral Speaking aims through the communal voicing of poetry, to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social value of unison speech; and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials.

**Journalism**

3 credits

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines.

**Modern Drama**

3 credits

The content of this course consists of historical background, biographical material, a survey of modern methods in theatre, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussion, but there is a minimum reading requirement of forty plays on the part of each student.

**The Essay**

3 credits

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists and the collections of essays read include 18th century, 19th century and 20th century essays.

**The Romantic Period**

3 credits

The major representatives of the Romantic Movement from Wordsworth to Tennyson, including the forerunners of the movement and its philosophy are studied. An effort is made to connect the movement with contemporary literature.

**FRENCH****French I—Phonetics and Conversation**

3 credits

A theoretical and practical study of the sounds of the language with exercises in pronunciation and intonation. Conversation based on daily activities.

**French II—Composition and Readings in the Short Story** 3 credits

This course trains for free composition although it reviews the student's grammatical knowledge by considering methods of teaching the same in secondary schools. Extensive and intensive reading includes a study of methods of handling texts. Daudet, Maupassant, Balzac, Zola.

**French III—Readings from 19th Century Prose** 3 credits

This course is conducted entirely in French. Readings from Loti, France, Bourget and Rolland. The composition continues that of French II.

**French IV—French Romanticism** 3 credits

A study of the development of this movement with readings in prose and poetry of the eighteenth and nineteenth centuries. "Explication de textes", the method prevalent in France, is used.

**French V—French Classical Prose of 17th Century** 3 credits

An anthology of the literature of the Middle Ages furnishes an introduction to the course; masterpieces of the period are discussed and importance is given to the social and historical background.

**French VI—Drama of the Seventeenth Century** 3 credits

This includes a study of the theatre in France with careful readings of the works of Corneille, Moliere and Racine. A general bibliography useful for students of French is compiled and criticised.

**French VII—Eighteenth Century Philosophers** 3 credits

In this course, emphasis is placed on the correlation of French with other subjects, especially with the social sciences.

**French VIII—French Novel of Today** 3 credits

This course is made to comply with the individual needs and interests of those selecting it. It also includes further study of the methods of language teaching.

## L A T I N

**Latin I—Ovid's Metamorphoses** 3 credits

Recognition of forms; comprehension of syntax; Roman mythology; meter of Ovid and Virgil, pronunciation; vowel length; how to teach forms and syntax.

**Latin II—Livy** 3 credits

Short review of Roman history; maps; military tactics, equipment, organization, etc.; warfare as seen in Punic and Gallic wars; how to acquire and teach vocabularies.

**Latin III—Cicero's De Amicitia and De Senectute; selected letters** 3 credits

Schools; training for public life; life and public career of Cicero; public offices and titles defined; Cicero's friends; Roman philosophy, religion, divination, etc. How to handle Latin readings. Methods discussed will be applied to material read in class.

**Latin IV—Odes and Satires of Horace** 3 credits

Emphasis placed on Horace in other world literatures. Meters of Horace; Horace in English Literature; Roman travel, medicine, dentistry, home and family, food; map of Horace's journey. Justification of study of Latin; objectives; class-room projects; sight reading.

**Latin V—Plautus and Terence and the Roman Theatre** 3 credits

Roman dress, amusements, holidays, monetary system, calendar. Review idioms and exercises on Caesar and Cicero. Individual problems in student teaching; current magazine articles.

**Latin VI—Survey Course in History of Latin Literature; Roman Civilization** 3 credits

Reading of authors not dealt with previously; Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny, etc. Bibliography for problems arising in teaching of Caesar, Cicero and Virgil and the re-reading of parts of these at sight. Discussion of text books.

## GEOGRAPHY

**Principles of Geography** 3 credits

A foundation course leading to an understanding of geography as a science of the relationship between man and his natural environment, through a study of outstanding adjustments to the natural environmental complex of climatic regions throughout the world.

**Economic Geography** 3 credits

Designed to develop geographic understanding of world patterns of present and potential producing and consuming areas through study of regional work activities in their natural environmental and inter-regional relationships.

**Geography of the United States and Canada** 3 credits

A study of man's adjustments to natural environment in major regions (physical, political and economic) of the United States and

Canada. Leads to appreciation of future land utilization possibilities. Considers the relation of the United States and Canada to the rest of the world.

### **Geography of Europe**

3 credits

A geographical analysis and interpretation of natural, political and economic regions of Europe followed by a study of work and population patterns of Europe as a whole. European spheres of influence introduced. Geography of current events and international relations emphasized. Due recognition given to historical geography.

### **Geography of Latin America**

3 credits

A consideration of political, economic and cultural conditions of Latin American countries in relation to natural environmental conditions followed by a survey of the geography of Latin American as a whole. Considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade.

### **Geography of Pacific Realm**

3 credits

A study of the major regions of Asia, Africa, Australia and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes and the interdependence of these regions and the rest of the world. Geographic analysis and interpretation of current situations.

### **Geography of Eastern Hemisphere**

3 credits

An analysis of relationships between cultural and natural layouts of major physical, political and economic regions of Europe, Asia, Africa and Australia and of the hemisphere as a whole. Emphasizes the geography of world relations.

### **Physiography**

3 credits

Investigates the natural development of land forms, their distributions and their relation to life, particularly man. Atmosphere and ocean considered in their relationship to land surface. A fundamental part of geography and essential to scientific geographic understanding.

### **Climatology and Meteorology**

3 credits

An intensive study of the composition of the atmosphere, elements of weather and climate, types of climates and their distribution. Geographic interpretation of major climatic regions of the world.



**Conservation of Natural Resources**

3 credits

Considers extent and distribution of our natural resources, problems arising from their exploitation and aims and practices of conservation as they are being used. Emphasizes importance of geographic thinking in development of local, state and national conservational programs of merit.

**Trade and Transportation**

3 credits

A geographic analysis of world trade and transport patterns. Considers areas of commercial production and choice and importance of trade routes; land, sea and air. Special attention given to geography of ocean transport and the participation of leading maritime nations.

**Commercial and Industrial Geography**

3 credits

An intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. Leads to a geographic understanding of the interdependence of nations.

**Historical Geography**

3 credits

**(Geographical Influences in American History)**

A study of the historical geography of North America and its relation to American History. Leads to appreciation of parts played by man and nature in the development of present day American life.

**Geography of Pennsylvania**

3 credits

A study of (1) major work activities from standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) work and population patterns in their world relations.

**Geography of Western Hemisphere**

3 credits

A survey of the relationships between human interests and natural environmental conditions in the major regions of the United States, Canada and Latin America with emphasis upon the geography of the United States. World interrelationships receive attention.

**Field Course in Geography**

Survey of economic geography and physiography of selected regions by means of actual observation and research. Regions of



field study include Pennsylvania and adjacent areas; northeastern, southeastern, northwestern and southwestern United States and Europe.

The amount of credits depends upon the length of the course.

For additional information address Winfield W. Menhennett, Dean of Instruction, State Teachers College, West Chester, Pa.

## HEALTH AND PHYSICAL EDUCATION

### Gymnastic Activities I and II 1 credit each semester

This is an introductory course which includes fundamental Danish gymnastics, marching, tactics, apparatus work and games of low organization. The men students are required to pass a minimum number of safety skills on the apparatus.

### Gymnastic Activities III and IV 1 credit each semester

The first semester is devoted to beginners clogging and tap dancing. During the second semester practice teaching using the materials learned in the first year is required in small units. Advanced work is given in games, stunts, relays and apparatus work. The women students are given instruction and practice in tennis as well as work in pyramid building.

### Gymnastic Activities V and VI 1 credit each semester

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student. Women students are required to learn soccer, football and various individual sports, i. e. jump rope, hop scotch, hand ball, advanced tennis, hand tennis, etc.

### Gymnastic Activities VII and VIII 1 credit each semester

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games is also required. Practice teaching and discussion of speed ball, tennis, schoolroom activities are required of the women students.

### Athletic Activities I and II 1 credit each semester

This course is designed to give instruction in the fundamentals of football, with emphasis on six-man football, cross country, badmin-

ton, paddle tennis, ping-pong, other individual sports, baseball and track. Lectures on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball and baseball and, in addition, they will have individual sports like hand ball, hand tennis, bowling, etc.

### **Athletic Activities III and IV**

1 credit each semester

A fundamental course in soccer, basketball and tennis. Charting and statistical work in connection with the varsity games in these activities is required of all. Study and interpretation of the rules and practice in officiating is an important part of the course. Tests based on theory and practice are included. The regular requirement for gaining credit in athletic classes conducted for major students in the Health and Physical Education curriculum must be satisfied. The women students receive instruction in field hockey in addition to the individual sports listed above. Spaulding guides in the above sports are required.

### **Athletic Activities V and VI**

1 credit each semester

This course is designed to present fundamentals in golf, wrestling, boxing and track. The material is covered in a manner that gives the students the coaching point of view. Methods of coaching field hockey, basketball and baseball are presented for the women students and practice in officiating under supervision is emphasized.

### **Aquatic Activities I and II**

1 credit each semester

The course in swimming will include practice and techniques in teaching a variety of swimming strokes, stunts and water games. It will include the American Red Cross Life Saving Test as well as the new Intercollegiate Life Saving Test. Emphasis will be placed on coordination, timing, safety and emotional development. How to teach swimming will be emphasized throughout the second semester.

### **Physical Education I and II**

1 credit each semester

It is the purpose of this course to provide for the student the opportunity to learn those physical activities which will enrich his use of leisure time both during and after college years. It seeks also to familiarize him with leadership procedures in these activities, which he may make applicable later to his teaching situations. The first semester is devoted to obtaining the knowledge of rules and the practice of skills in such games as volley ball, badminton, archery, shuffleboard, paddle tennis, ping pong, hand ball and bowling. In the second semester the objectives are those of rhythmic movement. The units of study include dance fundamentals and folk dancing.

Students enrolled in the Kindergarten-Primary, Intermediate, Rural, Secondary and Public School Music Curricula are required to take the course.

### **Eurythmics I and II**

1 credit each semester

A study whose aim is the harmonious development of brain, muscles and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Public School Music Curriculum.

### **Principles and Methods of Coaching**

2 credits

This is an elective course for senior men and women only. Topics discussed are: principles of coaching; planning of practice schedules; psychology of handling a team; methods of coaching; planning of game schedules; training a team; the problems of a high school coach.

### **Physiology (Physiology of Exercise)**

3 credits

Study of the reaction of the various bodily systems to muscular activity. Individual systems studied separately with the coordination of bodily activity stressed later. The elements of fatigue and staleness emphasized. Prerequisites: Anatomy and Physiology.

### **Individual Gymnastics**

2 credits

The course deals with: a thorough study of good body mechanics and its influence on growth and development; common structural and functional deviations from the normal; the physical examination, including recognition of normal and abnormal types, methods of examining, record-keeping and follow-up work; classification of children for programs in Physical Education; types of programs for different groups; methods of teaching corrective and remedial Physical Education.

### **Dancing I and II**

1 credit each semester

Fundamentals of rhythm in dance and music with a study of their common elements and relation to each other. The use of percussion and musical accompaniment in the dance. Child and dramatic rhythms, clog and tap dancing, folk and athletic dancing and American country dancing, and the use of these in recreational programs. Technique and methods of teaching.

**Festival and Pageants**

2 credits

Theory and practical problems in stage movement and business; lighting; costume; and make-up. Material presented from the standpoint of the director of pageants in schools and playgrounds.

**Hygiene I**

3 credits

This course aims to improve the attitudes and practices of the students as well as giving a background of information concerning personal and community health matters. The course is divided into units covering food, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of the skin, mental hygiene, stimulants and narcotics, social hygiene and safety education. Special reports and applications of material to student problems are required.

**Hygiene II—School and Community**

3 credits

This course includes the discussion of the School Health Program from the standpoint of Healthful School Living, Health Service and Methods and Materials of Health Instruction, grades 1 through 12. The course includes also, the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service.

**Mechanical-Anatomical Analysis of Activities**

2 credits

A study of good body-mechanics, with the common structural and functional deviations from the normal. The effects of the different physical education activities upon anatomical structure and bodily movement, and adaptation of activities to the needs of divergent cases.

**Nature and Function of Play**

2 credits

A study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples. A classification of play activities as related to the interests and abilities of different age levels. Recreational forms of play and principles of leadership.

**Student Teaching in Health and Physical Education**

12 credits

Includes observation, participation and teaching under capable cooperative teachers; it includes, also, conferences with the supervisor in charge. Opportunities are provided for Health Instruction in the Elementary grades and for the teaching of physical Education in grades 1 through 12.

**Mechanical Analysis of Activities**

2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones and neural control.

**Introduction to Physical Education**

1 credit

The purpose of this course is to acquaint the student with the elementary problems of physical education. It includes the presentation of a brief history of physical education, with emphasis on the various systems of physical education in Europe which have influenced our own system of physical education in America. Terms and nomenclatures and underlying science of physical education activities will also be considered.

**Organization and Administration of Health and Physical Education**

4 credits

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are: underlying philosophy of health and physical education, legal status of physical education and laws affecting teachers of physical education. Routine clerical work required of teacher in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education.

**Course in Curriculum Materials**

4 credits

This course includes a discussion of a modern Philosophy of Education and Modern Physical Education Philosophy showing the relationship between the two; a critical study of the aims, objectives and materials as they are incorporated in various elementary and secondary Physical Education Curricula: opportunity will be given for small groups to build a curriculum for a specific situation.

**Physical Education Tests**

3 credits

This course consists of: a study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and finding the relationships of capacity, ability and achievement.

Practical tests and measurements will be made by the student under the supervision of the instructor.



**Leadership in Protective Procedures**

2 credits

Prevention and emergency care of injuries of all types; but with special reference to first aid, bandaging and massage. Lectures, discussions, demonstrations and projects involving practice by the students are the methods used in offering this course.

**MATHEMATICS****College Algebra I**

3 credits

A course designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for the following courses in mathematics.

**College Algebra II**

3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical inductions, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability and higher equations. Prerequisite: Algebra I.

**Plane Trigonometry**

3 credits

A subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions.

**Analytic Geometry**

3 credits

A course which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola. The aim is to show the relationships between geometry, trigonometry and algebra and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry.

**Elementary Statistics**

3 credits

A brief history of statistics. Principles involved in and methods of collection, analysis, presentation and interpretation of statistical data and their practical application (especially in the field of psychology, sociology and education). Special emphasis on and consideration of averages, dispersion, correlation, index numbers and graphic methods.

**Calculus I**

3 credits

A course covering the differentiation of algebraic, trigonometric, logarithmic and exponential functions with practical applications involving the aid of the first and second derivatives. The subjects of maximum and minimum values, velocity and acceleration, problems in rates, areas, work, etc. are studied.

**Calculus II**

3 credits

A course continuing the work of Calculus I. It includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed.

**Arithmetic Curriculum**

2 credits

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined, and observations are made in the Demonstration School.

**Arithmetic II**

3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic.

**History of Mathematics**

3 credits

The aim of this course is to furnish a cultural background in the field of mathematics. A study is made of the history of the development of number forms and of computation, methods of solving problems, discoveries in mathematical methods and processes, mathematical recreations and biographies of outstanding mathematicians.



## MUSIC

### Ear Training I 2 credits

A study of tone and rhythm planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

### Ear Training II 2 credits

Ear Training II completes the study of melodic dictation, giving special emphasis to the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.

### Ear Training III 2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony.

### Solfeggio I 2 credits

This course purposes to develop in the student the ability to sing at sight with either sol fa syllables or words, music of moderate tonal and rhythmic difficulty in all major and minor keys in both G and F clefs.

### Solfeggio II 2 credits

In this course chromatic tones and more difficult intervals and rhythmic patterns are presented for individual mastery in singing words or sol fa syllables in two, three and four part songs and exercises. Prerequisite: Solfeggio I.

### Solfeggio III 2 credits

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Prerequisite: Solfeggio II.

### Harmony I 3 credits

Harmony I includes introduction of tonic, dominant and subdominant harmonies in all their inversions; the sevenths, and very simple chromatic alterations. The nonchordal tones are then presented. The course continues with melody writing and creative work using the above material.

**Harmony II**

3 credits

Harmony II includes introduction of supertonic, submediant and mediant harmonies, with their sevenths and simple alterations. It also includes melody writing and creative work, using all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations.

**Harmony III**

2 credits

Harmony III includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation. Original melody writing and modulation is stressed.

**Harmony IV**

2 credits

Harmony IV includes application of the knowledge of diatonic harmony and nonchordal tones to the keyboard. The types of work are: transposition, sequence building, melody harmonization and creative work at the keyboard.

**Harmony V**

2 credits

Harmony V includes the study of composition from the standpoint of formal construction and detailed harmonic analysis. The forms studied are: phrase, period forms, small forms, song-form with trio, the rondos, variation and sonata-allegro.

**Harmony VI**

2 credits

Harmony VI is a continuation of Harmony III. The subject matter of the course, chromatic harmony and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idioms.

**Elementary Conducting**

2 credits

Principles of conducting; study of methods of conductors; adaptation of these methods to school situations; a study of the technique of the baton with daily practice; score reading; and making of programs. Selection of suitable material for school groups. Readings and reports.

**Advanced Choral Conducting**

3 credits

The study of methods of conductors; the adaptation of these methods to public school situations. Individual practice, score reading and the making of programs is also included. Special attention is given to suitable materials for school groups, readings and reports. Each student is required to conduct the College Chorus in the Chapel exercises.

**Advanced Instrumental Conducting**

3 credits

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score-reading, etc. are studied, discussed and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes are studied and practically analyzed. The class itself is the practice orchestra.

**Materials and Methods I**

3 credits

This course presents methods and materials covering every phase of work in the primary grades and analyzes the psychological principles underlying the presentation of these music materials. Special attention is given to the study of the child voice, treatment of monotones, development of the rhythmic and tonal sense and the beginnings of directed music appreciation. In addition to the regular three hour course, one period a week is devoted to directed observation in which general class room procedures are observed as well as demonstration lessons by the music supervisor.

**Methods II**

3 credits

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying in the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of the work, and the organization and training of school choirs is emphasized. Directed observation one additional period per week as in preceding methods. Prerequisite: Methods I.

**Methods III**

3 credits

This course deals with the organization, administration and content of required and elective courses in the junior and senior high school. Attention is given to the problem of the changing and changed voice. Special emphasis is made upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week as in preceding methods. Prerequisite: Methods I and II.

**Chorus**

1 credit

A study of choral works with these topics especially stressed; breathing, interpretation, tone quality, enunciation and diction.

Works suitable for junior and senior high schools and teachers colleges will be studied and special attention given to preparation and public performance of these works.

### Orchestra

Every student is required to attend orchestra the entire four years of the course. Advanced players may qualify for the symphony orchestra. There are elementary orchestras for less advanced students. Freshmen not qualifying for the symphony orchestra attend and observe the symphony rehearsals and keep a notebook setting forth the cultural and practical knowledge gained by this observation.

### Symphonic Band

This organization presupposes a certain degree of expertness on the part of its members. Standard symphonic band works of all countries are used, and whenever possible, their original versions are used. In addition to regular rehearsal material, many other famous works are "read" in order to build up the students' background in this field of music.

### Elementary Band

This is composed of beginners on their instruments and forms a practical supplementary ensemble training to the work done in the instructional courses on the various instruments.

### Instrumental Technique

This course is open to seniors only. It includes training in the ability to read scores intelligently and the ability to arrange for orchestra and band combinations. The make-up, organization and training of instrumental units is strongly emphasized.

### Instruments

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet and trumpet are required and the remainder are elective.

### Voice

The Department of Voice offers the study and application of the physiological and psychological principles of voice production and diction. The material used ranges from rote songs to classic and modern song literature, according to individual ability. Opportunity is offered for solo appearances in recital and with college organizations.

## Piano

Each student receives one-half hour individual instruction in piano per week. Opportunity is given for ensemble or solo performance in practice recitals and in monthly public recitals. Students are expected to meet minimum requirements in sight reading, technique and general musicianship, as determined by examinations before the piano faculty at the end of each semester.

## Organ

A limited number of upper classmen in the music curriculum who have met the piano requirements may elect organ in place of piano. Students who study organ are required to pay the practice fee of thirty-six dollars (\$36.00) per semester.

## Class Piano Methods

2 credits

The training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching.

## Organ

The individual instruction in pipe organ is an effort to familiarize the student with the instrument and its literature and to develop a playing technique sufficient to serve successfully in church or recital. The instructional approach is one of guidance in the transfer of the prerequisite piano technique to the more complex instrument.

## History and Appreciation of Music I and II

3 credits

(For students in the Public School Music Curriculum only)

This course covers the field of music history in theory and practice, from early times to the present. Examples of music either by phonograph or other means, are used (whenever they exist) as much as possible to illustrate this survey. A strong emphasis is placed on the inter-relation between various phases of music history and other social and art movements.

## Music III (For academic students)

2 credits

A course for academic students designed to stimulate an understanding and love for good music through the study of outstanding examples of music literature. Integration of music with other arts and literature and the historic background of composers are treated to further enrich the students' enjoyment and knowledge of music.

**Music I (For Groups I, II and III)**

2 credits

This course places special emphasis upon some materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades; tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training and dictation.

**Music II (For Groups I, II and III)**

1½ credits

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their use enhances. Observations in Demonstration School is part of this course.

**Student Teaching and Conference**

12 credits

This course includes observation, participation and teaching of vocal music in grades from kindergarten to twelve in town, consolidated and one-room schools; also on organization and teaching of instrumental and piano classes, under supervision of cooperative teachers and supervisor. Class conferences are held twice weekly and individual conferences follow each lesson taught.

## SCIENCE

**Curriculum in Elementary Science**

3 credits

The course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation, with special stress upon the activity program. The specific topics include: the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, discussions, laboratory experiences, field trips, demonstrations of teaching in the Demonstration School and individual activities constitute approaches used in the course.

**Physical Science I**

3 credits

A survey and orientation course in the physical sciences. The material is so chosen as to be of the greatest value to (a) students



preparing for elementary teaching, (b) students planning a specialized curriculum in science, (c) students who wish a cultural background in science. The work is non-mathematical and is accompanied by demonstrations and laboratory experimentation.

**Physical Science II** 3 credits

A continuation of Physical Science I.

**Biological Science I** 3 credits

A survey and orientation course in fundamental life processes, growth, development and reproduction. Special emphasis is given to the study of variations in organisms and their response to environmental changes, including adaptations. Demonstrations include a survey of a few typical forms of the less complex animals and simpler plants with a discussion of their habits and economic importance.

**Biological Science II** 3 credits

A study of the metabolic machinery of vertebrate animals and vascular plants, with considerable emphasis on man's unique position in the biological world. An effort is made to help the prospective teacher understand the child and himself as a complex organism, living in a world greatly modified by human action. Demonstrations and discussions. Prerequisite: Biological Science I.

**Agriculture and Nature Study** 3 credits

This course considers the common and important facts of agriculture and nature study that lead to the understanding of the general principles of biology and their application to human adjustment. The course is developed around the native animals and plants. Field work is stressed.

**Botany I** 3 credits

A course in the structures and processes of familiar seed plants, including those involved in nutrition, reproduction and formation of seeds and fruits. A critical analysis is made of variations in plant growth and behavior. Demonstrations and discussions, accompanied by individual field and laboratory studies.

**Botany II** 3 credits

A course in the morphology, life histories and economic importance of fungi, algae, mosses, ferns and related plant groups. Demonstrations and discussions, accompanied by individual field and laboratory studies.



**Zoology I**

3 credits

This course is intended to acquaint the student with the structure, life history and behavior of representative specimens of each phylum of invertebrate animals, except the Arthropoda. In the study of types, structure, function and adaptation are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work is supplemented by field studies, including observations of habit, ecological conditions and the use of keys for identification and classification.

**Zoology II**

3 credits

A continuation of Zoology I. Beginning with the Arthropoda and following the procedure of the first semester, a study of the vertebrate phylum is made. Prerequisite: Zoology I.

**Plant Taxonomy—Local Flora**

3 credits

A course designed to help teachers of biology and nature study to identify the vascular plants, including trees, shrubs, wild flowers, ferns, grasses, sedges and rushes. Much practice will be obtained in the use of keys, check lists, popular handbooks, technical manuals and herbarium collections. The flora of Chester County comprises nearly 1440 species of vascular plants and was the object of the early botanical studies in America made by Humphrey Marshall and William Darlington before the time of Asa Gray. Laboratory and field work.

**Ecology—Field Biology**

3 credits

A study of plant and animal communities, including the factors responsible for bringing together diverse types of organisms. Biotic history, climatic conditions, soil conditions and competition are examples of major influences to be considered. Field work, illustrated lectures and discussions.

**Anatomy**

3 credits

Lectures covering the development of the skeletal system. Laboratory work on the human skeleton, articulated and disarticulated; the gross structure of bones; the preparation and comparative study of skeletons of other vertebrates. Dissection of the cat and quizzes on the parts dissected. Models and text-books are used as guides.

**Bacteriology**

3 credits

This course presents the fundamentals of microbiology including media making, methods of sterilization, the action of preserva-

tives and germicides, the study of morphology and physiology of pure cultures of micro-organisms, and a study of the content and significance of bacteria in the air, soil, water and milk and other foods.

### Entomology

3 credits

This course includes lectures and demonstrations on the characteristics of the orders and families of insects, with a study of their habits, life-histories and relations to other animals and to plants. The laboratory work consists of the study of the structure, ecology, metamorphosis and classification of insects. Each student is required to collect and prepare a typical collection of insects. Laboratory work will be supplemented with field trips. Prerequisite: Zoology I and II.

### Genetics

3 credits

A study of the theories and principles of heredity. Various theories of eugenics and their bearing on human progress are discussed. A study of the mechanism and laws of heredity and their practical applications. Prerequisite: Zoology I and II or Botany II.

### Vertebrate Embryology

3 credits

An introduction to the principles of embryology based upon a study of the chick with constant reference to the human development. The lectures will emphasize fundamental embryological processes and variations in development among the vertebrates, especially in nutrition, respiration and excretion. In the laboratory, chick and pig embryos will be studied in detail. Prerequisite: Zoology I and II.

### Histology

3 credits

A study of the principal tissues of the animal body in living and fixed preparations with emphasis on the structural reactions of cells to the activities of the body. This course also includes the methods of microscopical technique and is adapted to the individual requirements of general students, pre-medical students and those planning to become technicians. Prerequisites: Zoology I and II and Botany I and II.

### General Physiology

3 credits

A study of the fundamental properties and activities common to all cells as a basis for better understanding of various physiological phenomena. Colloidal behavior as related to protoplasm and biological fluids. Cell oxidations. Practical and theoretical aspects of

cell permeability, the significance of the cell environment with respect to such factors as temperature, varying acidity, osmotic pressure and ion balance. Animal and plant behavior. Prerequisite: Zoology I and II or Botany I and II.

### Parasitology

3 credits

A study of the Morphology and life histories of the Platyhelminthes, Nematelminthes and some of the more important parasitic Arthropoda. Species will be studied according to their importance in transmission of human diseases and their economic importance to man.

### Chemistry I

4 credits

A course in general inorganic Chemistry in which a thorough ground work in the fundamentals of the subject is emphasized. Particular attention is paid to the basic chemical laws, the writing of equations, and problem solving. Several of the important industrial processes are studied in detail.

### Chemistry II

4 credits

A continuation of Chemistry I, in which the more common elements are studied from the standpoint of the Periodic Table. The course is enriched with numerous references to the history of chemistry and with many industrial applications. Prerequisite: Chemistry I.

### Qualitative Analysis

3 credits

The course makes a careful and systematic study of the more common ions. Emphasis is placed on a thorough knowledge of their reactions, identification and separation. Much attention is given to the laws governing these operations and to the development of laboratory technique. Prerequisite: Chemistry I and II.

### Industrial Chemistry

3 credits

A general study of the chemical industries designed to meet the needs of the prospective teacher. Raw products, by-products, plant methods, and plant layout will be discussed. Trips to several plants and an intensive study by the student of one manufacturing operation will be required.

### Quantitative Analysis

3 credits

The primary purpose of this course is to develop a thorough understanding of exact laboratory operations. The basic analytical methods in gravimetric and volumetric analyses are employed. Par-

ticular attention is given to problem solving. Prerequisite: Chemistry I and II, Qualitative Analysis and College Algebra.

**Organic Chemistry** 3 credits

An introductory course to the chemistry of the carbon compounds. The more important classes of compounds in the aliphatic and aromatic series are studied. Prerequisite: Chemistry I and II.

**Physical Chemistry** 3 credits

A general course in physical chemistry. Such subjects as the gaseous state, solutions and ionization, thermochemistry, phase rule and kinetics of reactions are studied. Prerequisite: Chemistry I and II, Physics I and II, Qualitative Analysis and Calculus.

**Chemistry of Nutrition** 3 credits

The content of this course includes such important topics as carbo-hydrates, fats and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Prerequisite: Chemistry I.

**Physics I** 4 credits

A course in general college physics. The content of this course includes mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class periods and one laboratory period each week. Prerequisite: College Algebra.

**Physics II** 4 credits

A continuation of Physics I, Electricity, light and sound. Physics I and II complete a year of general college physics.

*One Course from the Following Six Physics Courses Will Be Offered Each Semester*

**Physics III**                      **Modern Physics** 3 credits

A study of the development in physics since 1900. The course considers such topics as X-rays, radioactivity, vacuum tubes, atomic structure. The student performs experiments which illustrate the essential facts of the course. Prerequisites: Physics I and II and Calculus.

**Physics IV**                      **Electricity** 3 credits

A study of direct and alternating currents and the general theory of electricity and magnetism. The course includes such topics as Kirchhoff's laws, thermoelectricity, electromagnetic induction, theory of magnetism. Prerequisites: Physics I and II and Calculus.

**Physics V** **Heat** 3 credits

Prerequisites: Physics I and II and Calculus.

**Physics VI** **Optics** 3 credits

A study of geometrical and physical optics. The work includes such topics as reflection, refraction, interference, spectroscopy. Thick lens optics will be considered. Prerequisites: Physics I and II and Calculus.

**Physics VII** **Mechanics** 3 credits

A general course in statics and dynamics. Prerequisites: Physics I and II and Calculus.

**Astronomy (Advanced Physics)** 3 credits

A course in general college astronomy. This course is open only to those who have completed a course in general college physics and who have had some college mathematics, including analytic geometry and trigonometry.

**The Physics of Music** 3 credits

An introduction to the nature of sound including its production. This will be followed by a treatment of the production of sound by musical instruments, including the topics of scales, quality and musical intervals. Some attention will be paid to the subject of architectural acoustics. This course is required of all students in the department of music.

**Descriptive Astronomy** 2 credits

The work is so arranged as to be of value to teachers of elementary science. Non-mathematical in character, the course covers such topics as planetary motions, a study of the constellations of the galaxy, a study of the nebulae. Recitations and field work.

**Geology** 3 credits

A course in physical and historical geology. Some consideration is given to the history of the earth as revealed by stratigraphy. Special attention is given to the erosive processes which modify the earth's surface. The work is augmented by laboratory work using topographical maps, rocks and minerals. Recitations and field work.

## SOCIAL STUDIES

**United States History I** 3 credits

The purpose of this course which is primarily narrative is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular prob-

lems are uncovered and the foundations are laid to understand later American development.

### **United States History II**

3 credits

This course traces American History since 1865 and stresses contemporary problems. The standards and principles of political, social and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War.

### **History of the Far East**

2 credits

This course seeks to follow intensively the background of economic, political and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined.

### **History of Pennsylvania**

2 credits

This study follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative periods are analyzed. Then the growth of the state to the present time traced.

### **Ethics**

2 credits

In order to grasp the real purpose of this course a survey must be made of the history of religious and philosophical movements in the world. Out of these movements have developed certain standards or norms of conduct and ethical ideals; consequently, the theories attached to these concepts are studied. The implication and direction as related to modern institutions are analyzed.

### **Industrial Relations**

2 credits

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relations in industrial enterprise, the place of collective bargaining and personnel administration.

### **Sociology**

3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures,



special reports and discussions will cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, cooperation, accommodation, assimilation, social control, stratification and division of labor. The influence of social interaction upon personality will be studied. The function of education in its relation to social control, culture growth and interaction will be given consideration.

### **Early European History**

3 credits

The purpose of this course is to trace the evolutionary developments of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period is covered from 1300-1815.

### **History of England**

3 credits

The political, social, economic and cultural evolution of the English people from prehistoric times to the present is the general purpose of this course. The development of her government along democratic lines is emphasized and her many contributions to the civilized world are given prominence in the course in English History.

### **Civic Education**

3 credits

The purpose of this course is to provide the opportunity for organizing and putting into effect those projects, studies and responsibilities that develop a civic conscience and a civic attitude.

### **History of Latin America**

3 credits

The purpose of this course is to make a survey of Latin-American history. The relation of European nations and the United States, particularly with the Latin-American countries is examined. A study is also made of their social and cultural institutions.

### **American Government**

3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon.

### **Comparative Government**

3 credits

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of



**Modern European History.** In this course a comparative study of the Democracies of England and France will be followed by a survey of the political systems of Germany, Italy and Russia.

### **Modern European History**

3 credits

This course aims to provide the student with a knowledge of the political, economic and social movements after the Congress of Vienna. Special emphasis is given to the rise of nationalism, liberalism, the industrial revolution, imperialism, the causes of the Great War and peace-time reconstruction.

### **Social and Industrial History of United States**

3 credits

The study of our National History from an economic point of view is particularly valuable in the period of economic reconstruction in which we are living. The great trends and movements in agriculture, manufacturing, commerce, finance, transportation and industrial relations are taught from their beginnings in the Colonial period to their contemporary expressions.

### **Renaissance and Reformation**

2 credits

This course deals with the study of the Renaissance, with especial reference to the artistic, literary, scientific and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic and political development of Europe.

### **Economics**

3 credits

This course attempts to give the student the fundamentals of economic principles with application to problems as well. The prospective teacher is made aware of the responsibility to the school for economic welfare.

### **History of Civilization**

3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

### **Evolution of Social Institutions**

3 credits

This course deals with the sociological background in the origin and development of social institutions, such as the family, church, language, property, tool consciousness. A large portion of the course is devoted to problems of the family.

**Social Problems**

3 credits

This is an advanced course in sociology. It deals with several social problems, such as poverty, unemployment, crime, divorce, mental mal-adjustments. Lectures, reports and seminar techniques will be used.

**Introduction to Philosophy**

3 credits

The purpose of this course is to study the various systems of thought, from early civilization to the present time, which have enriched our culture. These systems of thought will be examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed.

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## MINIMUM REQUIREMENTS FOR BEGINNING TEACHERS

Paragraph 14, Section 1210—School Laws of Pennsylvania: "After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule."

It is necessary for a student to have been registered in an elementary curriculum prior to January 1, 1937, in order to have a two year state standard limited certificate issued. If the first registration in an elementary curriculum has been between the dates of January 1, 1937, and February 1, 1939, three years of work will be necessary for a state standard limited certificate. If a student first registered in an elementary curriculum after February 1, 1939, regardless of how much former college work has been completed, a degree is necessary and the certificate issued will be a provisional college and not a state standard limited.

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## SUMMER SESSION OF 1939

(Summer School is Conducted on Daylight Saving Time)

### Purpose

The summer session is maintained for the benefit of regular students and teachers in service. By taking advantage of the summer session, teachers can meet certificate regulations and gradually secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the Summer Session for the benefit of teachers who desire to pursue courses in the advanced curricula or to secure credit toward a degree in education.

### Date

The summer session, six weeks in length, opens Monday, June 19, and closes Saturday, July 29. Students should plan to reach West Chester not later than 3:00 p. m. Monday, June 19.

### Advanced Health Education Courses for the Summer School

During the summer of 1939, the College plans to offer an extensive program in the health education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B.S. Degree in the field of Health Education. This program will interest and appeal to the following groups of people:

1. Graduates of the three-year curriculum in health education who are planning to meet requirements for the degree in health education.
2. Graduates of other curricula who now plan to transfer to the health education curriculum.
3. Students who are at present enrolled in the health education curriculum and who wish to shorten the time to graduation.
4. Teachers in service who are called upon to teach and supervise health education and playground work and who desire to meet the state requirements for this work.

### Advanced Music Courses for the Summer Session

During the coming Summer Session the College is offering courses in dictation, harmony, sight reading, form and analysis, conducting, band and orchestral instrumentation, history of music and appreciation, voice, piano, and organ for music students desiring to work towards the degree of Bachelor of Science in Public School Music. These courses are offered especially for three classes of people: first for those who have completed the three-year music courses in the State Normal Schools and Teachers Colleges of Pennsylvania; second, for supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing their Bachelor's degree in this field; and third, for those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

### Expenses and Fees

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$7.00 a week; six weeks \$42.00. The activity fee for the regular session is \$2.00. The activity fee for the post session is \$1.00. Books must be purchased. They will cost approximately \$5.00. A fee of \$5.00 per semester hour of credit will be charged to cover instructional cost. The full expenses of the summer session must be paid on the day of registration.

### Credit Secured in the Summer School

By action of the Board of Presidents of the State Teachers Colleges, no student will be allowed to secure more than six semester hours of credit in the summer session. All of the work of the summer session is of collegiate grade and college standards will be maintained.

### Desirability of Location

Because of its location and environment, West Chester makes a strong appeal to those who desire to combine work with recreation during the summer.

### 1939 Summer Session Bulletin

More detailed information about the summer session will be sent upon request to Winfield W. Menhennett, Dean of Instruction, State Teachers College, West Chester, Penna.

## TEACHERS COLLEGE AND NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922.)

The sixteen units of high school work required for entrance to the State Teachers Colleges may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college shall not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

Credit for correspondence courses will be given in the two-year courses provided such courses were completed prior to September 1, 1927.

## CORRESPONDENCE AND EXTENSION WORK

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools.

1. The committee recommends that extension credits be limited to thirty-two semester hours in the four-year curricula.
2. Any course in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the thirty-two semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

Each semester a number of courses are offered evenings from 6:30 to 9:00 P.M. and on Saturday morning. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea in mind of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$5.00 per semester hour of credit.

There is no charge made for Activity Fee for those people who are enrolled in these College Courses for Teachers. The payment of the Activity Fee, however, would entitle the student to participate in all student activities or college activities that are provided for by this fee.

Not more than six semester hours of credit shall be allowed for courses completed in any one semester by a student who, during such term, is a regularly employed full-time teacher.

The State Teachers College at West Chester does not offer courses in correspondence, nor does it grant credit for courses taken through correspondence.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.



## ENROLLMENT BY CURRICULA

1938-1939

Elementary Education Curriculum:				Curricula Total by
	Male	Female	Total	
Freshmen .....	5	162	167	571
Sophomores .....	14	134	148	
Juniors .....	9	125	134	
Seniors .....	5	117	122	
Secondary Education Curriculum:				
Freshmen .....	93	82	175	462
Sophomores .....	55	51	106	
Juniors .....	50	38	88	
Seniors .....	55	38	93	
Health Education Curriculum:				
Freshmen .....	54	26	80	248
Sophomores .....	21	33	54	
Juniors .....	26	17	43	
Seniors .....	33	29	62	
Public School Music Curriculum:				
Freshmen .....	37	60	97	269
Sophomores .....	24	43	67	
Juniors .....	20	38	58	
Seniors .....	25	22	47	
College Graduates .....	5	3	8	8
	<hr/>	<hr/>	<hr/>	<hr/>
	531	1018	1549	1549

## SUMMARY OF ENROLLMENT

College Enrollment—Full-time Students.....	1549
College Courses for Teachers—Evening and Saturday Classes .....	234
Total College Enrollment .....	1783
Enrollment in Summer School 1938.....	632
Enrollment in Post Session 1938.....	158

## ENROLLMENT BY COUNTIES

Adams .....	10	Lancaster .....	35
Allegheny .....	4	Lebanon .....	19
Armstrong .....	1	Lehigh .....	28
Beaver .....	1	Luzerne .....	57
Bedford .....	8	Lycoming .....	2
Berks .....	48	Mifflin .....	5
Blair .....	14	Monroe .....	3
Bradford .....	4	Montgomery .....	151
Bucks .....	63	Montour .....	1
Butler .....	1	Northampton .....	25
Cambria .....	11	Northumberland .....	10
Carbon .....	24	Perry .....	3
Center .....	3	Philadelphia .....	247
Chester .....	268	Pike .....	1
Clarion .....	1	Schuylkill .....	54
Clearfield .....	3	Somerset .....	2
Columbia .....	4	Susquehanna .....	1
Cumberland .....	21	Union .....	1
Dauphin .....	38	Wayne .....	5
Delaware .....	290	Westmoreland .....	3
Erie .....	1	York .....	29
Fayette .....	1		
Franklin .....	12	Total from Pennsylvania .....	1533
Huntingdon .....	4	From other States .....	16
Jefferson .....	1		
Juniata .....	4		1549
Lackawanna .....	12		

## DEMONSTRATION SCHOOL

Kindergarten .....	30
First Grade .....	30
Second Grade .....	33
Third Grade .....	33
Fourth Grade .....	24
Fifth Grade .....	31
Sixth Grade .....	29
Total Enrollment .....	210

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The registration blank properly filled out, together with \$10.00 covering the advanced Room Reservation Deposit for boarding students or the advanced Enrollment Fee for day students should be mailed to the College.

Send money by money order or check. Money orders are advised. Make them payable to Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

The fee for boarding students will secure a room reservation. A room will not be reserved without a fee. Fee will be returned if the application for return is received three weeks prior to the opening of the semester or the Summer Session. (See Deposits—Uniform Fees—page 42.)

A small unmounted photograph should accompany this registration blank.

### REGISTRATION BLANK

Name \_\_\_\_\_  
(Last Name) (First Name) (Middle Name)

Permanent Address \_\_\_\_\_  
(Number and Street)

\_\_\_\_\_  
(Post Office) (County) (State)

Date of Birth, Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Name of four-year high school from which you were graduated \_\_\_\_\_  
\_\_\_\_\_

Date of Graduation \_\_\_\_\_  
(Month, Day, Year)

Will you enter in September or January? \_\_\_\_\_

Will you live in Dormitory? \_\_\_\_\_ Commute from home? \_\_\_\_\_

I desire to take the work I have checked below:

- ☐ Secondary Education, ☐ Health Education, ☐ Public School Music  
☐ Kindergarten-Primary, ☐ Intermediate ☐ Rural

# SUMMER SESSION BULLETIN



April, 1940

STATE TEACHERS COLLEGE  
WEST CHESTER      PENNSYLVANIA









THE CAMPUS THROUGH THE PHILIPS MEMORIAL ARCH

# SUMMER SESSION BULLETIN

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Vol. LXVIII

April, 1940

Number 3

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STATE TEACHERS COLLEGE  
WEST CHESTER                      PENNSYLVANIA

*This college is a member of the  
American Association of Teachers  
Colleges*

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Chester, Pennsylvania.*

*Entered as second class matter March 8, 1931, at the Post  
Office at West Chester, Pennsylvania, under the act of August  
24, 1912.*

## CALENDAR 1940 -1941

### SUMMER SESSION 1940

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Registration Day.....Monday, June 24  
Classes begin.....Tuesday, June 25  
Session Ends.....Saturday, Aug. 3

### POST SESSION 1940

Session Begins.....Monday, Aug. 5  
Session Ends.....Saturday, Aug. 24

### FIRST SEMESTER 1940 - 1941

Registration of Freshmen.....Monday, Sept. 9  
Freshman Orientation.....Tuesday, Sept. 10  
Registration of Upperclassmen.....Wednesday, Sept. 11  
Classes Begin.....Thursday, Sept. 12  
Thanksgiving Recess Begins.....Noon, Wednesday, Nov. 27  
Thanksgiving Recess Ends.....Noon, Monday, Dec. 2  
Christmas Recess Begins.....Noon, Saturday, Dec. 21  
Christmas Recess Ends.....Noon, Thursday, Jan. 2  
First Semester Ends.....Noon, Saturday, Jan. 18

### SECOND SEMESTER 1941

Classes Begin.....Noon, Wednesday, Jan. 22  
Easter Recess Begins.....Noon, Saturday, April 5  
Easter Recess Ends.....Noon, Tuesday, April 15  
Second Semester Ends.....After last Class, Friday, May 23

### COMMENCEMENT 1941

Alumni Day.....Saturday, May 24  
Baccalaureate Sermon.....Sunday, May 25  
Class Day.....Monday, May 26  
Commencement.....Tuesday, May 27

## BOARD OF TRUSTEES

---

Mr. Gibbons Gray Cornwell, Jr., President.....	West Chester
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## ADMINISTRATIVE OFFICERS

---

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J. Ralph Freel . . . . .	Steward, Supt. of Grounds and Buildings
Joseph Reilly . . . . .	Director of Maintenance and Construction

---

Joseph Scattergood, Sr., M.D.

College Physician

Mary M. Glance, R.N.

School Nurse

## MEMBERS OF THE FACULTY FOR THE SUMMER SESSION AND THE POST SESSION

*With the exception of the President of the College and the Deans, names  
are arranged in the order of appointments.*

CHARLES S. SWOPE

President of the College

State Normal School, West Chester, Pa.; Dickinson College, Carlisle,  
Pa., A.B.; University of Pennsylvania, Philadelphia, Pa., A.M.

WINFIELD W. MENHENNETT

Dean of Instruction, Registrar, and Member of the Social Studies and  
Education Departments

State Normal School, East Stroudsburg, Pa.; New York University,  
New York City, N. Y., B.S.; A.M.

IRENE M. KING

Dean of Women

Baylor University, Waco, Texas, B.A.; University of Pennsylvania,  
Philadelphia, Pa., M.A.

W. GLENN KILLINGER

Dean of Men, Coach of Football and Baseball, and Member of the  
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Pennsylvania State College, State College, Pa., B.S.; Columbia Uni-  
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MAUD B. NEWMAN

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State Normal School, Bloomsburg, Pa.; University of Pennsylvania, Philadelphia, Pa., B.S.; Temple University, Philadelphia, Pa., Ed.M. in English.

GERTRUDE K. SCHMIDT

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State Normal School, Slippery Rock, Pa.; Geneva College, Beaver Falls, Pa., B.S.; Columbia University, New York City, N. Y., A.M.

CHARLES W. HEATHCOTE

Head of the Department of Social Studies

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Member of the Science Department

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Personnel Director and Member of the Education Department

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Swarthmore College, Swarthmore, Pa., A.B.; Columbia University, New York City, N. Y., A.M.

**LEONE E. BROADHEAD**

Member of Geography Department

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Head Librarian

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Philadelphia, Pa., B.S.; M.A.; Ph.D.

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**SARA E. BALDWIN**

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**EARL F. SYKES**

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**WILLIAM R. BENNER**

Member of the Social Studies and Geography Departments

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**ROLAND H. CHATTERTON**

Supervisor of Student Teaching, Secondary Group

Rhode Island State College, Kingston, R. I., B.S.; Boston University, Boston, Mass., A.M.; Yale University, New Haven, Conn.; University of Berlin, Berlin, Germany; Columbia University, New York City, N. Y.

## HISTORY OF THE COLLEGE

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the agricultural character of the rolling hills which have often been compared to the beautiful English countryside.

To students of literature and art, West Chester has significance, for it is the home of the distinguished novelist, Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester, and the birthplaces of Bayard Taylor and Thomas Buchanan Reed are not far from the college. The country which Howard Pyle, the artist, made famous by his illustrations lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester on the estate of Pierre S. duPont are the famous Longwood Gardens which are open to the public. Here are found a magnificent conservatory, a beautiful open-air theatre, a famous carillon of bells, and a very beautiful display of colored fountains.

The country around West Chester is rich in historical significance. Valley Forge, with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House, and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to historical Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as Independence Hall, Carpenters' Hall, the Betsy

Ross House, the Poe House, the Benjamin Franklin Memorial, the William Penn House, the Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Customs House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas. This is a particular advantage to those interested in the curriculum for music supervisors.

The college traces its beginnings to the West Chester Academy which was organized in 1812. In 1869, the trustees of that institution took the first steps toward the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching, and in 1871 the State began to grant money to pay for part of their training. This State Aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom, Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927, and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out prominently. For him the auditorium and administration building is named. Through his long term of service he made a contribution to education of which the college is proud. He stands out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which ex-



tended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, and the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1913 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial was built. It is used as an administration building and as an auditorium. The Ehinger Gymnasium and the President's Residence on Rosedale Avenue were built in 1930. The most recent additions to the campus are the re-modeled Library and the Power House, a well-equipped Laundry, and a modern Education Building.

The college enjoys a reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877. West Chester printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are: an original painting of George Washington by Charles Wilson Peale for which Washington gave sittings at Valley Forge during the memorable winters of 1777-78; a mahogany grandfather's clock, once the property of Benjamin Franklin; a large collection of letters from the pens of Washington, LaFayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Reed; the herbarium of Dr. William Darlington; and the autographed book collection of Dr. George Morris Philips, to which the English Professional Club is constantly adding.



THE LIBRARY

## BUILDINGS AND GROUNDS

The campus of the State Teachers College consists of 52 acres of ground located in the southern part of West Chester. Erected on these grounds are thirteen buildings, among which are the New Education Hall and the renovated Library which have just recently been completed under the General State Authority Building Program. The Education Building is modern Gothic architecture, well-furnished, and affords splendid opportunities for classroom work. The renovated Library houses more than 30,000 carefully selected volumes of reference books. Other buildings are: two gymnasiums, equipped with modern apparatus; a Laboratory School where up-to-date theories of education are demonstrated and practiced; a large Dormitory for women students and a Dormitory for men students; a new Auditorium and Administration Building, considered by many as one of the finest of its kind—these, together with the Power House and the Laundry, constitute an attractive physical environment for students.



COLLEGE PICNIC AT NEARBY HOPEWELL PARK



## RECREATIONAL AND SOCIAL PROGRAM FOR THE SUMMER SESSION

Your days on West Chester campus will not be filled with work alone. A rich and varied program of activities will offer you opportunities for relaxation and pleasure, no matter what your hobbies and skills are. Play gives meaning to work and zest to living; for this reason the activities for the Summer Session are carefully planned to satisfy the desire for a happy vacation as well as pursuit of study. With this view in mind, a fuller and more comprehensive program than has been given in past years has been planned for the summer session of 1940.

Lectures by prominent educators and other special features will constitute a part of the Summer Session program. All these forms of entertainment will be free to summer session students and their friends.

Recreational opportunities include the use of the gymnasium, pingpong, roller skating, badminton, tennis, swimming, and soft ball.

Sharpless Lake for swimming is made accessible by free bus service daily.

World-famous Robin Hood Dell in Philadelphia presents frequent orchestral concerts, operas, and ballets to which one ticket is provided.

History will live again when restored Pennsbury-on-the-Delaware, William Penn's country estate, is visited, as will Valley Forge when interpreted by our lecturer. Nor will Philadelphia with its historical shrines and splendid museums be overlooked.

Educational symposia with acknowledged leaders will keep us abreast of the best practices.

The Proximity of New York City with its World Fair, Washington, the Atlantic seaboard, Hopewell Art Center, Gettysburg, and the Pocono Mountains, to name just a few places, suggests the wide variety of interests available to our students.

On the campus, informal get-togethers will be afforded in the form of informal dances, an all-college picnic at Hopewell Park, lawn parties, tea on the terrace, and "twilight hours".

This program is financed by the Student Activity Fee (\$2.00) under the direction of the Student Activities Association. Individual expenses are involved in some of the activities.

## CALENDAR OF SUMMER ACTIVITIES

- June 24 — Registration; afternoon tea on the terrace; dancing in the evening.
- June 25 — Twilight Hour: "Famous Philosophies", Dean W. W. Menhennett.
- June 26 — Chapel: Welcome, President Swope; Lecture, "The Laughing Muse", Mr. T. A. Daly. In the evening, President's Reception; dancing.
- June 28 — Hedgerow Theatrical Performance: Moylan-Rose Valley.
- June 29 — Saturday classes to permit holiday on July 5.
- July 1 — Chapel: "Implications for Rural Education of Recent Social Trends", Dr. Edmund deS. Brunner, Professor of Education, Teachers College, Columbia University.

- July 2 — Pilgrimage to Pennsbury-on-the-Delaware; **Twilight Hour**; Color Movies, "America the Beautiful", Mr. J. I. Hoffman.
- July 4 — Holiday to July 8.
- July 9 — **Twilight Hour**: "Famous Anthems", Mr. C. E. Hausknecht.
- July 10 — College picnic and swim-meet at Hopewell Recreational Park.
- July 11 — Chapel: Alumni Musicale.
- July 12 — Sunnybrook Soiree, dancing.
- July 14 — Tea on the Terrace.
- July 15 — Square dancing in the quadrangle.
- July 16 — **Twilight Hour**: "Why not a Saber-toothed Curriculum?" Dr. E. F. Sykes.
- July 17 — Chapel: Address, Dr. Caroline B. Zachry, Chairman, Adolescence Commission, Progressive Education Association.
- July 18 — Philadelphia Trip: Art and Commercial Museums, Franklin Institute, Historic Philadelphia.
- July 20 — Trip to World's Fair, New York City.
- July 22 — Chapel: Orchestra.
- July 23 — **Twilight Hour**.
- July 24 — Al fresco dinner at the home of President and Mrs. Swope.
- July 25 — Display of Fountains at Longwood Gardens and presentation of Gilbert and Sullivan's "The Gondoliers" by the Brandywiners.
- July 27 — Breakfast at Valley Forge Park followed by an historical tour over Valley Forge.
- July 29 — Conferences on the Radio in Education and the Motion Picture in Education, Dr. I. Keith Tyler, Ohio State University and the University of Chicago.
- August 1 — Luncheon in college dining room honoring graduates.
- August 2 — Commencement.





STUDENT LIFE

## STUDENT LIFE IN THE DORMITORY

Comfortable rooms with board and laundry may be secured at reasonable rates in the College Dormitories. The rooms are attractively furnished and have recently been re-decorated with attractive wall paper and re-finished woodwork. All rooms are carpeted and have individual closets. The beds are single and are provided with woven wire springs. Boarding students furnish blankets, or other equivalent, and towels.

During the Summer Session, the Dormitory will be open until ten o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in the order of application. Use the blank in the back of this catalog for application, and enclose room reservation fee.

## EXPENSES\*

### A. UNIFORM FEES

#### 1. TUITION FEE

Students whose residence is out of the state shall be charged a fee of \$35.00 per Summer Session. A charge of \$17.50 for the Post Session will be made for students who are residents of another state. Out-of-state students shall pay the contingent fee in addition to the tuition fee.

#### 2. CONTINGENT FEE

The contingent fee is \$5.00 per semester hour of credit. Students who enroll in the special health education curriculum shall be charged an additional fee of \$6.00; those in the public school music curriculum, an additional fee of \$18.00.

#### 3. HOUSING FEE

##### a. Housing rates for students:

The housing rate for students shall be \$42.00 for the Summer Session. This includes room, meals, and limited laundry.

- (1) For rooms with running water, an additional charge of \$3.00 for the Summer Session may be made.
- (2) No reduction in the rate is made for laundry done at home nor for absence of students who go home for a few days at a time.
- (3) A student may, at the discretion of the President of the college, occupy a double room alone by paying an additional \$12.00 for the summer session.

##### b. The rate for transient meals shall be:

Breakfast \$0.30

Lunch \$0.40

Dinner \$0.50

### B. MISCELLANEOUS FEES

#### 1. DAMAGE FEE

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

## 2. INFIRMARY FEE

For minor illnesses, boarding students are charged an additional \$1.00 for each day after the third day in the College Infirmary. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they must bear their own expenses. Day students who may be admitted to the Infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

## 3. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

## 4. RECORD TRANSCRIPT FEE

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

## 5. LATE REGISTRATION FEE

A late registration fee of \$1.00 per day, not to exceed \$5.00, shall be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the College.

# C. DEPOSITS

## ADVANCE REGISTRATION DEPOSIT

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount should be drawn to the Commonwealth of Pennsylvania. Money Orders should be made payable at Harrisburg, Pennsylvania.

## D. ADDITIONAL COSTS

### 1. ACTIVITY FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is \$2.00 for the Summer Session and \$1.00 for the Post Session.

### 2. BOOKS AND SUPPLIES

Each student purchases his own books. These may be bought at the College Book Store in the Main Dormitory, which carries in addition to books a complete line of students' necessities, such as stationary, laundry bags, parcel post cases, athletic goods.

## E. REPAYMENTS

### 1. REPAYMENTS WILL BE MADE:

- a. For personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.
- b. For advance registration deposit by students, provided they notify the college not less than three weeks before the opening semester or term of their intention not to attend, or provided the student is rejected by the college.



2. REPAYMENTS WILL NOT BE MADE:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.
- b. For any part of the advance registration deposit for any cause whatsoever except where students give notice of their intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

\*No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

No fees or deposits other than those specified above may be charged by a State Teachers College.



CHIMNEY TOPS, GREAT SMOKEY MOUNTAINS  
NATIONAL PARK — GEOGRAPHY  
FIELD TRIP, POST SESSION

SPECIAL EDUCATIONAL FEATURES  
OF THE SUMMER SESSION

The West Chester State Teachers College takes pleasure in calling your attention to the many excellent opportunities presented by the college for a summer of real educational possibilities. The activities available should prove of unusual interest and help to teachers in service, students in Education, and all others who wish to meet educational problems with new viewpoints, modern materials, and progressive methods.



## THE SUMMER DEMONSTRATION SCHOOL

The Elementary Demonstration School, situated on the campus will be in session daily from 8:45 to 11:45 a. m. during the 1940 Summer Session of the State Teachers College.

### *Purposes of the School*

The relationship of the Demonstration School to the College gives it a two-fold responsibility; first and most important, to offer to the children who are enrolled the best kind of educational experiences for a modern age; second, as an integral part of the program for preparation of teachers, to offer many opportunities for evaluating educational theory in the classrooms by means of demonstration, observation, and participation.



CANDLE DIPPING — GRADE FIVE

EARLY AMERICANS MADE THEIR OWN CANDLES, SO CAN WE

## 1. *For the Children*

The boys and girls who attend the summer school have completed the work of the regular term. They consider it a privilege to return for the summer term because it is an opportunity to engage in activities which they enjoy and for which they feel a definite need. No formal school credit will be give to a child, the purpose being to enrich his experience and not to advance him in his grade placement.

After a careful study of the interests and needs of the children, the activities of the various groups will be planned by them and their teachers. It is expected that the programs will center about some large interest or experience of the children, and will lead to a variety of activities and projects. It is expected, also, that needs will be revealed for improvement of abilities in reading and other language arts. Group and individual projects will afford the experience and growth in the needed skills.

A program of physical recreation, under the direction of students from the Department of Health and Physical Education, will be provided on the playground and in the swimming pool.

## 2. *For Teachers in Service and Prospective Teachers*

During the 1940 Summer Session, it will be the purpose of the school to demonstrate a modern elementary school in action, featuring integrated curriculum units and the related activity program; also, to demonstrate group and individualized programs for improvement of fundamental skills such as reading and language expression. Opportunities for students and teachers to study the program of the school will be provided in several ways:

### a. *Directed Observation, with credit for Student Teaching*

Students who desire to study progressive practices in elementary education through first hand experience may enroll for Directed Observation, Participation, and Conferences in the Demonstration School. The course is designed primarily for experienced teachers, or for students who have had Student Teaching previously and who must complete additional hours of Student Teaching to meet the requirements for a Bachelor's Degree.

### b. *Conferences — Modern Tendencies in Educational Practices*

In conjunction with the course in Directed Observation, the director and the staff of the Demonstration School will conduct an organized study of the principles and practices of Progressive Education. A well equipped work shop and curriculum laboratory will be available for constant use.



ACTIVITIES OF GROUP ONE  
NOW WE'LL BUILD A HOUSE WE CAN LIVE IN

c. *A Workshop in Elementary Education*

The Demonstration School will serve as the center of a workshop in Elementary Education, providing many of the problems and the laboratory facilities. Study groups will be organized and directed by members of the Department of Education to consider such subjects as: Our Developing Philosophy of Education, the Elementary Curriculum, Problems of Teaching Reading, Teaching the Language Arts, Cooperative Supervision of the Elementary School.

## INSTITUTES, SEMINARS, AND CONFERENCES DURING THE SUMMER SESSION

Many of the values of attendance at a modern summer session are found in the associations with stimulating personalities on the campus, both resident faculty members and visitors. In recognition of this fact, West Chester will bring to the College during the summer of 1940 a number of educators of national reputation for Chapel addresses and for group conferences.

On July 1st, Dr. Edmund deS. Brunner, of Teachers College, Columbia University, will address the assembly on the topic, "Implications of Recent Social Trends for Rural Education." During the remainder of the day he will conduct conferences and discussions on the "Utilization of Community Resources in Education." Dr. Brunner is the foremost authority in the country in this important field.

During the week of July 15, West Chester will be visited by another noted personality, Dr. Caroline B. Zachry, Chairman of the Adolescence Commission of the Progressive Education Association and a noted authority on guidance and secondary education. Dr. Zachry is co-author of the much discussed volume, "The Reorganization of Secondary School Education," and should prove unusually stimulating.

The third visitor and conference leader in the series will be Dr. I. Keith Tyler of Ohio State University. Dr. Tyler probably knows more about the radio in education than any other man in the United States. He is also an authority on the motion pictures in education and will conduct conferences in each of these areas.

Certainly this series of contacts should prove to be an outstanding attraction at West Chester this year and should help to make the Summer Session of 1940 a memorable one.



A GEOGRAPHY FIELD COURSE IN  
SOUTHEASTERN UNITED STATES

*Post Summer Session*

An unusual opportunity for study and travel is offered during the 1940 Post Summer Session in the form of an eighteen-day Geography Field Course through Southeastern United States. Transportation will be by chartered bus, with lodging in hotels and cabins. The total cost will be at a minimum.

Points of interest include Norfolk, Wilson, Charleston, Savannah, Jacksonville, Chattanooga, the TVA, Luray Caverns, Great Smoky Mountain, Shenandoah National Parks and many other places of geographic importance.

Besides a great variety of scenery, the route extends through areas devoted to various work activities, such as growing of tobacco, cotton, tung trees; also, mining, quarrying, manufacturing, commerce, and caring for tourists. Write to Winfield W. Menhennett, Dean of Instruction, for detailed information.

## COURSES OFFERED FOR SUMMER SESSION STUDENTS

A wide selection of courses will be offered during the Summer Session of 1940. A variety of courses will be possible offerings in the following fields: Art, Education, English, Psychology, History, Social Studies, Mathematics, Geography, Science, Health and Physical Education, and Music. All courses offered will be of a college grade. These courses should be of particular interest to:

1. Those who have Partial Certificates which they desire to convert into a Standard Certificate.
2. Those who hold Standard Certificates and who desire to meet the requirements for College graduation and the College Certificate.
3. Those who hold College Certificates and desire to complete the courses necessary to make the College Certificate permanent.
4. Those who are graduates of a two-year curriculum and who desire to complete the requirements for the degree.
5. Those who desire to take additional work in order to secure certification in additional fields.
6. Those who wish to take courses in order to make themselves acquainted with the more recent developments in education.
7. Those who are college graduates and wish to meet the State requirements for certification.
8. Those who hold State Standard Limited Certificates and who desire to meet the requirements for renewal of these certificates.



The courses offered generally apply to the curricula which are given at the West Chester State Teachers College, namely:

1. Kindergarten-Primary Curriculum.
2. Intermediate Curriculum.
3. Rural School Curriculum.
4. Secondary Education.
5. Health and Physical Education.
6. Public School Music.

## EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Credit from other institutions will be evaluated in the office of the Dean of Instruction of the college, Mr. Winfield W. Menhennett, and the student advised of the number of semester hours of credit he must secure in order to complete any one of the four-year curricula.

Evaluation of credits cannot be made on enrolment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist any one who submits credentials early.

## 1940 SUMMER SESSION COURSES

During the 1940 Summer Session, the college will offer courses from the following list. *A minimum of 10 students will be required for the organization of any class.*

Course	Credit	Instructor
ART		
Art IV .....	2	Miss Farnham
Problems in Art Education .....	3	Miss Farnham

### EDUCATION

Supervision in the Elementary Schools .....	3	Dr. Cressman
School Law .....	1	Dr. Cressman
History and Philosophy of Education .....	4	Dr. Sykes
Educational Measurements .....	2	Dr. Sykes
Educational Psychology .....	3	Dr. Kessler
Child Psychology .....	3	Dr. Kessler
Mental Hygiene .....	3	Mr. McKelvie
Teaching of English in the Elem. School .....	3	Miss Baldwin
Diagnostic & Remedial Instruction in Reading ...	3	Miss Baldwin
Visual Education .....	1	Mr. Heim
Safety Education .....	2	Mr. Killinger

### ENGLISH

Literature I .....	3	Miss McCarthy
Victorian Prose and Poetry .....	3	Miss McCarthy
Journalism .....	3	Mrs. Newman
Contemporary Poetry .....	3	Mrs. Newman
Modern Drama .....	3	Miss Ramsey
Shakespeare .....	3	Miss Ramsey
English I .....	3	Mr. Ricker
Literature II .....	3	Mr. Ricker
Speech .....	3	Miss Wilson
Children's Literature .....	3	Miss Wilson

Course	Credit	Instructor
GEOGRAPHY		
Conservation of Natural Resources .....	3	Miss Elliott
Geography of Pennsylvania .....	3	Miss Elliott
Economic Geography .....	3	Miss Broadhead
Principles of Geography .....	3	Miss Broadhead
HEALTH AND PHYSICAL EDUCATION		
Student Teaching .....	6	Mr. Allen
Hygiene I or II .....	3	Miss Schaub
Teaching of Health .....	2	Miss Schaub
Dancing .....	1	Miss Schaub
Physical Education Tests and Measurements.....	3	
Principles and Methods of Coaching.....	3	
MATHEMATICS		
Trigonometry .....	3	Miss Bull
Teaching of Arithmetic .....	3	Miss Bull
MUSIC		
Materials and Methods I, II, or III .....	3	Miss Schmidt
Solfeggio .....	2	Miss Schmidt
Ear Training .....	2	Miss Schmidt
Harmony (as requested) .....	2 or 3	Miss Morlock
History and Appreciation of Music I .....	3	Miss Morlock
SCIENCE		
Physics II .....	4	Dr. McCorkle
Physical Science .....	3	Dr. McCorkle
Biological Science .....	3	Miss Greenwood
Curriculum in Elementary Science .....	3	Miss Greenwood
Chemistry I .....	4	
Zoology I .....	3	
Zoology II .....	3	
SOCIAL STUDIES		
U. S. History I .....	3	Dr. Heathcote
History of the Far East .....	3	Dr. Heathcote
American Government .....	3	Dr. Vollbrecht
Early European History .....	3	Dr. Vollbrecht
History of Civilization .....	3	Mr. Heim
Teaching of Social Studies .....	3	Miss Hobbs
Sociology .....	3	Dean Menhennett

*Courses from the following list will be offered if a sufficient number of students request that they be given*

Art I	Design
Art II	Creative Art
General Psychology	Teaching of Primary Subjects
Guidance	
The Essay	
Historical Geography of North America	Geography of the United States and Canada
Teaching of Geography	
Climatology and Meteorology	Geography of Europe
Trade and Transportation	Physiography
Political Geography	Geography of the Pacific Realm
Techniques of Adult Recreation	Athletic Activities I to VI
	Gymnastic Activities I to VIII
	Administration and Organization of Health and Physical Education
Algebra I	
Music I	Instrumental Technique
Music II	Choral Conducting
Instruments	Class Piano Methods
Instrumental Conducting	
History of Pennsylvania	Industrial Relations
Ethics	History of England
Comparative Government	History of Latin America
Evolution of Social Institutions	Economics
Introduction to Philosophy	Social Problems
Renaissance and Reformation	Europe Since the World War

## SCHEDULE OF CLASSES

The Summer Session program of classes will be as follows:

8:00 - 9:30 First Period

9:30 - 11:00 Second Period

11:00 - 12:30 Third Period

12:30 - 1:30 Luncheon

1:30 - 3:00 Fourth Period

Classes will be held on all weekdays except Saturday. There will be classes on Saturday, June 29, however, in order to permit a holiday over July 4, which will extend from July 4 to July 8.

Students will be permitted to carry no more than six semester hours of work in the Summer Session, unless permission to do so has been secured in advance from Dean W. W. Menhennett, Dean of Instruction.

## DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the courses listed below will be offered during the summer session. However, if a sufficient number of students request any course from the following list, the College will endeavor to offer this course. As a rule, it is necessary to have at least ten students before a course may be offered. Students interested in courses other than those scheduled on pages 37-39 should make a request in writing at the earliest possible time.

### ART

*Art I* — Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials such as paper, cardboard, wood, yarn, raffia, and clay, and to develop an appreciation of the educational value of these materials. General principles underlying art teaching are considered through lectures, readings, reports, and discussions.

*Art II* — Elementary Drawing, Design and Color 1½ credits

This course is designed to give students an idea of the intrinsic values of art in an educational program. It stresses expressiveness rather than technical competence. It aims to prepare the prospective teacher to guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in interpreting art in the general school program.

*Art IV* — The History and Appreciation of Art 2 credits

This course surveys the essential periods of art throughout the ages. It stresses the place of art in the many cultural patterns and attempts to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life.



### *Arts and Crafts*

3 credits

This is an elective course, useful for students who expect to do camp and playground crafts. The problems include experiments with various inexpensive materials, and the activities are arranged with regard to the interest and needs of the individual student.

### *Design*

3 credits

This is an elective course planned to develop judgment and creative power in problems of abstract and decorative design and also includes a study of the recent tendencies in design. Studio practice consists of creating designs for posters, textiles, crafts, decorative drawing, and painting.

### *Creative Art*

3 credits

This elective course aims to develop expression in drawing and painting, and to furnish a basis for aesthetic judgments. The activities are arranged with regard to the individual interest of the students.

### *Problems in Art Education*

3 credits

This course is intended for teachers in service who need help in meeting the new demands in art education. Actual experience is provided in selecting, organizing and evaluating art activities which are in harmony with the theory that art is an integral part of school life; also practical work, lectures, readings, and observations.

## EDUCATION

### *School Law*

1 credit

This course concerns itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course is devoted to a detailed consideration of existing school legislation in Pennsylvania. Desirable new legislation is discussed and some comparison made with school laws in neighboring states. The work consists of discussions, reports, lectures, and investigations.

### *History of Education*

2 credits

The purpose of this course is to trace the effect of social, economic, and religious forces on development of educational theory and practice, and their relation to present day education.

### *Philosophy of Education*

2 credits

A determined effort will be made to find out what education must consistently do in the face of the contradictory demands coming from the diverse, deeply rooted interests of life. This course aims to help the student to do his own thinking concerning the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program. Readings, discussions, reports, investigations, and lectures are a part of the course.

### *Educational Measurements*

2 credits

This course consists of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests are considered in relation to their use, value, and interpretation. The fundamentals of educational statistics are studied in connection with their use in the testing program.

### *Educational Psychology*

3 credits

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education are evaluated in the light of these facts and theories. Several basic psychologies of learning are considered, such as, Thorndike's conditioned response, and Gestalt. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality are considered.

### *Child Psychology*

3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental, and psychological factors that condition the child's development are considered, and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child, are given special attention.

### *Mental Hygiene*

3 credits

This course attempts to analyze the individual from several standpoints according to the principles of mental hygiene. The practical phase of the course is the application of these principles to individual problems of adjustments to the school and society.

### *Diagnostic and Remedial Instruction in Reading*

3 credits

This course is concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. A reading clinic serves as an effective laboratory for part of the work of the course.

### *Visual Education*

1 credit

The course in visual education considers the need for visual aids in teaching, types of visual aids available, and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture, and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.

### *Principles of Secondary Education*

3 credits

The purpose of this course is to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention is given to current and possible future trends.

### *Rural School Problems*

3 credits

This course is a study of the problems that arise from the background and form of organization of the rural school. Because of the prevalence of one-teacher schools, particular emphasis will be placed on their problems, but attention will also be given to the peculiar problems of the consolidated school. The purpose of the course will be to understand these problems and to find the most satisfactory solutions for them.

### *Pre-School Child*

2 credits

This course is concerned with the study of the development of the child from birth to the kindergarten age. It consists of detailed discussions and investigations of the physical, mental, emotional, and social factors that contribute to this development. Special attention is given to the problems of the nursery school.

### *General Psychology*

3 credits

This is the basic course required of all students. Emphasis is placed upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted.

### *Teaching of Primary Subjects*

3 credits

This course is designed to give the students of the Kindergarten-Primary curriculum a brief, but comprehensive, acquaintance with the subjects taught in the primary grades. The subjects considered in detail are the teaching of Spelling, the teaching of Language, and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work.

### *Guidance*

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance, techniques for developing and guiding the interests and abilities of individuals are stressed. The third unit concerns itself with human relations. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the handbook, and human relations courses. General administration, organization, and curriculum in guidance complete the course.

The course in safety education deals with such topics as rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians; a study of other hazards that endanger life, such as regulations for fire drills and regulations concerning exits from public buildings. Other topics of a similar nature are dealt with in this course.

*Supervision in the Elementary Schools*

3 credits

This course should be of particular interest to supervising principals, building principals, and those who intend to prepare themselves for the supervising field. It is concerned with the basic philosophy and principles underlying supervision and with the detailed techniques, methods, and materials pertaining to the improvement of the teaching and learning processes in the elementary school. Supervision will be considered as a cooperative process with improved pupil growth as the objective. The course consists of lectures, discussions, readings, and reports. In the Post Session a similar course will be offered but on the secondary school level.

Experience is a pre-requisite.

*Student Teaching and Conferences — Elementary*

6 credits

Opportunities for student teaching in Elementary Education may be afforded for a limited number of students who meet the pre-requisites in education and experience. The course will require seven weeks for completion, one week of preliminary preparation and six weeks of experiences with conferences.

*Student Teaching — Secondary*

6 credits

Opportunities for student teaching in Secondary Education will be afforded for a limited number of students. Candidates must be approved in advance of the opening of the summer session as meeting the requirements in Education and teaching fields. The course will require seven weeks for completion, one week of preliminary preparation and six weeks of experience, with conferences.

*Student Teaching — Health and Physical Education*

6 credits

Facilities for a limited number of students will be afforded by the elementary groups of the Demonstration School, the West Chester High School, and the Swimming pools and playgrounds of the community. Candidates must be approved by the director of the course.

*Student Teaching — Observation, Participation, Conferences*

6 credits

This course affords directed observation and participation in the program of the Demonstration School, conferences with the director and the teaching staff. The course is open to teachers who have the pre-requisite education and experience. It also provides a study of the modern tendencies in educational practices. The course parallels directed observation and participation, and is designed for teachers who desire to know more about what, for lack of a more adequate term, is called Progressive Education.

*Curriculum Materials*

3 credits

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under her supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups — elementary, secondary, and the special fields.

ENGLISH

*Literature I*

3 credits

This course surveys English literature from the tenth through the nineteenth centuries. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used.

### *Literature II*

3 credits

As a survey of American literature from colonial days to the twentieth century, this course gives special attention to major figures and to the influence of political and social events on American letters. An anthology is used.

### *English I*

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required.

### *English II*

3 credits

This course stresses the interpretive side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Pre-requisite: English I.

### *English III*

3 credits

In the course of advanced composition, a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Pre-requisites: English I and II.

### *Teaching of English in the Elementary School*

3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention.

### *Contemporary Poetry*

3 credits

This course considers tendencies in the form and thought of modern poetry. The principal contemporary English and American authors are studied.



### *Victorian Prose and Poetry*

3 credits

This course includes a survey of the literature of the Victorian period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking.

### *Journalism*

3 credits

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines.

### *Modern Drama*

3 credits

The content of this course consists of historical background, biographical material, a survey of modern methods in theater, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussion; in addition, there is a reading requirement of a certain number of plays by each student.

### *Shakespeare*

3 credits

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such a way that this study may be used by students for teaching any of the plays.

### *Short Story*

3 credits

This course is concerned with the development of the short story. Foreign forms and modern experiments are briefly considered. The teaching connections with both composition and literature are stressed.

### *World Literature*

3 credits

This course studies, in translation, a limited number of recognized classics of the literature of the world. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.

### *Speech*

3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions, and speeches adapted to the needs of professional and business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure.

### *Children's Literature*

3 credits

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable him to select and locate appropriate material for daily classroom use and for programs celebrating various occasions during the year.

### *The Essay*

3 credits

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists; the collection of essays read include 18th century, 19th century, and 20th century essays.

## **GEOGRAPHY**

### *Principles of Geography*

3 credits

This is a foundation course leading to an understanding of geography as a science of the relationship between man and his natural environment. This is accomplished through a study of outstanding adjustments to the natural environmental complex of climatic regions throughout the world.

### *Economic Geography*

3 credits

This course is designed to develop geographic understanding of world patterns of present and potential producing and consuming areas through a study of regional work activities in their natural environmental and inter-regional relationships.

### *Conservation of Natural Resources*

3 credits

This course considers the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as they are being used. It emphasizes the importance of geographic thinking in the development of local, state, and national conservation programs.

### *Geography of Pennsylvania*

3 credits

This is a study of (1) the major work activities from the standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) the work and population patterns of their world relations.

### *Geography of Latin America*

3 credits

This course offers a consideration of political, economic, and cultural conditions of Latin American countries in relation to natural environment. This is followed by a survey of the geography of Latin America as a whole. The course considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade.

### *Historical Geography of North America*

3 credits

This study of the historical geography of North America with emphasis upon the United States leads to an appreciation of the importance of man's adjustments to the natural environment in the development of present day American life.

### *Geography of the United States and Canada*

3 credits

This study of man's adjustments to the natural environment in physical, political, and economic regions of the United States and Canada leads to appreciation of future land utilization possibilities. It also considers the relation of the United States and Canada to the rest of the world.

### *Geography of the Pacific Realm*

3 credits

This is a study of the major geographic regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes and the inter-dependence of these regions and the rest of the world.

### *Geography of Europe*

3 credits

This is a geographical analysis and interpretation of natural, political, and economic regions of Europe followed by a study of the work and population patterns of Europe as a whole. European spheres of influence are introduced. The geography of current events and inter-national relations are emphasized. Due recognition is given to historical geography.

### *Physiography*

3 credits

This is a study of land forms or geomorphology. It includes a consideration of the atmosphere and the ocean in relation to landscape and explains the natural environment to which the distribution and behavior of the animal and human world are related. It is a fundamental part of geography and essential to geographic understanding.

### *Climatology and Meteorology*

3 credits

This course includes an intensive study of the composition of the atmosphere, the elements of weather and climate, the types of climate and their distribution and a geographic interpretation of the major climatic regions of the world.

### *Political Geography*

3 credits

This course shows the inter-relationship between politics and geography within organized society. It surveys political divisions of the world, their earth resources and water-ways, and their relation to political dominance. It offers opportunity for geographic interpretation of political problems in individual countries.

### *Trade and Transportation*

3 credits

This course is a geographic analysis of world trade and transport patterns. It considers areas of commercial production and choice and importance of trade routes; land, sea, and air. Special attention is given to geography of ocean transport and the participation of leading maritime nations.

### *Teaching of Geography*

3 credits

This is a course designed to acquaint students with up-to-date methods of teaching modern geography. It considers techniques in the use of

specimens, pictures, maps, word matter, activities, and other geographic tools. It gives actual experience in the analysis of current events related to geography, the organization of field trips, and the development of units of work with respect to the various levels of difficulty in geographic thinking.

*Field Course in Southeastern United States*

3 credits

This course surveys the physiography, the economic geography, and the conservation of natural resources of selected regions by means of actual observation and research.

For additional information address Winfield W. Menhennett, Dean of Instruction, State Teachers College, West Chester, Pennsylvania.

HEALTH AND PHYSICAL EDUCATION

*Gymnastic Activities I and II*

1 credit each

This is an introductory course in the fundamentals of gymnastics, marching tactics, apparatus, and games of low organization. Men students are required to pass a minimum number of safety skills on the apparatus. Women students also have stunts and tumbling, volley ball, and tennis.

*Gymnastic Activities III and IV*

1 credit each

The course in Gymnastics III is devoted to clogging and tap dancing. Gymnastics IV is devoted to more advanced work in gymnastics, apparatus and stunts and tumbling. Elementary practice teaching is begun through the use of small units of materials learned in Gymnastics III.

*Gymnastic Activities V and VI*

1 credit each

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student.

*Gymnastic Activities VII and VIII*

1 credit each

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games, practice teaching, discussion of speed ball, tennis, schoolroom activities — these are all required in these courses.

*Hygiene I (Personal and Nutrition)*

3 credits

This course aims to improve the attitudes and practices of the students as well as giving a background of information concerning personal and community health matters. The course is divided into units covering food, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of the skin, mental hygiene, stimulants, and narcotics, social hygiene and safety education. Special reports and application of material to student problems are required.

*Hygiene II (School and Community)*

3 credits

This course includes the discussion of the School Health program from the standpoint of healthful school living, Health Service and methods and materials of health instruction, from grade 1 through grade 12. The course includes also the discussion of community health as it is related to the school health program and the work of the United States Public Health Service.

*Teaching of Health*

2 credits

This course is adapted to fit the needs of the classroom teachers of children in the elementary grades.

*Dancing I and II*

1 credit each

1. This course includes the fundamentals of rhythm in bodily movement and in music, with a study of their common elements and relation to each other; the use of percussion and musical accompaniment in the dance; the teaching of rhythms to children, with a study of the teaching approach at different age levels.
- II. The course deals with advanced folk dancing, including American and English Square and Country Dances, and the use of these in recreational programs; teaching principles and adaptations of folk dances to different age levels in the school program.

*Physical Education Tests and Measurements*

3 credits

This course consists of (1) a study and evaluation of achievement tests in Physical Education, (2) methods of constructing achievement tests and finding the relationships of capacity, ability, and achievement. Practical tests and measurements will be made by the student under the supervision of the instructor.

*Athletic Activities I and II*

1 credit each

This course is designed to give instruction in the fundamentals of football, with emphasis on six-man football, cross country, badminton, paddle tennis, ping pong, other individual sports, baseball and track. Lectures on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball, and baseball, and, in addition, they will have individual sports like hand ball, hand tennis, bowling, etc.

*Athletic Activities III and IV*

1 credit each

This is a fundamental course in soccer, basketball, and tennis. Charting and statistical work in connection with the varsity games in these activities is required of all. Study and interpretation of the rules and practice in officiating is an important part of the course. Tests based on theory and practice are included. The regular requirement for gaining credit in athletic classes conducted for major students in the Health and Physical Education curriculum must be satisfied. The women students receive instruction in field hockey in addition to the above individual sports. Spaulding guides in the sports listed above are required.

*Athletic Activities V and VI*

1 credit each

This course is designed to present fundamentals in golf, wrestling, boxing and track. The material is covered in a manner that gives the students a coaching point of view. Methods of coaching field hockey, basketball and baseball are presented for the women students and practice in officiating under supervision is emphasized.

*Techniques of Adult Recreation*

2 credits

This course seeks to equip teachers for leadership in the field of adult recreation. The material included covers such phases of the work as the sociological background of racial groups; a survey of the facilities in teachers college service areas; the relation of adult recreation to community and social life; the adjustment of adults to extended leisure time; the budgeting and financing of adult recreation programs; the



adaptation of available facilities to a flexible administration of this type of education; the qualities requisite for teachers and supervisors engaged in this work; the specific and general principles underlying successful instruction and administration in this field.

*Organization and Administration of Physical Education* 4 credits

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are underlying philosophy of health and physical education, legal status of physical education and laws affecting teachers of physical education. Routine clerical work required of teachers in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education.

*Principles and Methods of Coaching* . . . . . 2 credits

This is an elective course for senior men and women only. Topics discussed are: principles of coaching; planning of practice schedules; psychology of handling a team; methods of coaching; planning of game schedules; training a team; the problems of a high school coach.

MATHEMATICS

*College Algebra I* 3 credits

This course is designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a pre-requisite for several other courses in mathematics.

*College Algebra II* 3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical induction, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability and higher equations. Pre-requisite: Algebra I.

### *Plane Trigonometry*

3 credits

This is a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles, and of trigonometric angles in general; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions. Pre-requisite: Algebra I.

### *Analytic Geometry*

3 credits

This course, which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola, aims to show the relationships between geometry, trigonometry, and algebra, and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Pre-requisites: Algebra I and Trigonometry.

### *Calculus I*

3 credits

The differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives is included in this course. The subjects of maximum and minimum values, velocity, acceleration, problems in rates, areas, work, etc., are studied. Pre-requisite: Algebra I, Trigonometry, Analytic Geometry.

### *Calculus II*

3 credits

This course, continuing the work of Calculus I, includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed.

### *Teaching of Arithmetic*

3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic.

## MUSIC

### *History and Appreciation of Music I* 3 credits

This course covers the field of music history in theory and practice from early times to the present. Examples of music, either by phonograph or other means, are used as much as possible to illustrate this survey. A strong emphasis is placed on the inter-relation between various phases of music history and other social and art movements.

### *Ear Training I* 2 credits

This study of tone and rhythm is planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

### *Ear Training II* 2 credits

Ear Training II completes the study of melodic dictation, laying special emphasis on the development of musical memory and the ability to write comparatively long melodic phrases after one hearing. Pre-requisite: Ear Training I.

### *Ear Training III* 2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony. Pre-requisites: Ear Training I and II.

### *Solfeggio I* 2 credits

This course purposes to develop in the student the ability to sing at sight, with either sol fa syllables or words, music of moderate tonal and rhythmic difficulty in all major and minor keys in both G and F clefs.

### *Solfeggio II* 2 credits

In this course chromatic tones and more difficult intervals and rhythmic patterns are presented for individual mastery in singing words or sol fa syllables in two, three, and four part songs and exercises. Pre-requisite: Solfeggio I.

### *Solfeggio III*

2 credits

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Pre-requisites: Solfeggio I and II.

### *Materials and Methods I*

3 credits

This course presents methods and materials covering every phase of work in the primary grades and analyzes the psychological principles underlying the presentation of these music materials. Special attention is given to the study of the child voice, treatment of monotones, development of rhythmic and tonal sense and the beginning of directed music appreciation. In addition to the regular three hour course, one period a week is devoted to directed observation in which general classroom procedures are observed as well as demonstration lessons by the music supervisor.

### *Materials and Methods II*

3 credits

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of this work, and the organization and training of school choirs is emphasized. Directed observation one additional period during the week as in preceding methods is given. Pre-requisite: Materials and Methods I.

### *Materials and Methods III*

3 credits

This course deals with the organization, administration, and content of required and elective courses in the junior and senior high school. Attention is given to the problem of the changing and changed voice. Special emphasis is laid upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week, as in preceding methods courses, is included. Pre-requisites: Materials and Methods I and II.

### *Harmony I*

3 credits

Harmony I includes introduction of tonic, dominant, and sub-dominant harmonies in all their inversions, the sevenths, and very simple chromatic alterations and with all non-chordal tones. The course develops musicianship and skill in melody writing, harmonization of melody, and simple creative work.

### *Harmony II*

3 credits

Harmony II includes introduction of supertonic, submediant and mediant harmonies, with their sevenths and simple alterations. It includes also melody writing and creative work, using all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations. Pre-requisite: Harmony I.

### *Harmony III*

2 credits

This course includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation and original work. Pre-requisites: Harmony I and II.

### *Harmony IV (Keyboard Harmony)*

2 credits

This course develops a skill in the application of diatonic harmonies, non-chordal tones, easy chromatic chords to the keyboard. The work includes intensive key drills, transposition, sequence building, melody harmonization and creative work at the keyboard. Pre-requisites: Harmony I, II and III.

### *Harmony V (Form and Analysis)*

2 credits

This course includes a study of compositions from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song forms with trio, rondo, sonata-allegro, variation. Pre-requisites: Harmony I, II, III, and IV.

### *Harmony VI*

2 credits

This course is a continuation of Harmony III. The subject matter of the course, chromatic harmony, and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idioms. Pre-requisites: Harmony I, II, III, IV, and V.

*Music I (For Groups I, II, and III)*

2 credits

This course places special emphasis upon materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training, and dictation.

*Music II (For Groups I, II, and III)*

1½ credits

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their use enhances. Observation in Demonstration School is part of this course. Pre-requisite: Music I.

*Instruments*

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet, and trumpet are required, and the remainder are elective.

*Instrumental Conducting*

3 credits

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score reading, etc. are studied, discussed, and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes is studied and practically analyzed. The class itself is the practice orchestra. Pre-requisite: Elementary Conducting.

*Instrumental Technique*

This course is open to seniors only. It includes training in the ability to read scores intelligently and the ability to arrange for orchestra and band combinations. The make-up, organization, and training of instrumental units is strongly emphasized.

### *Choral Conducting*

3 credits

The study of the methods of conductors; the adaptations of these methods to public school situations; individual practice, score reading, and the making of programs are included in this course. Special attention is given to suitable materials for school groups, readings, and reports. Each student is required to conduct the College Chorus in the Chapel exercises. Pre-requisite: Elementary Conducting.

### *Class Piano Methods*

2 credits

This is a course in training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching are included.

## SCIENCE

### *Curriculum in Elementary Science*

3 credits

This course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation, with special stress upon the activity program. The specific topics include the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, discussions, laboratory experiences, field trips, demonstrations of teaching in the Demonstration School and individual activities constitute approaches used in the course.

### *Physical Science I*

3 credits

This is a survey and orientation course in the physical sciences. The material is so chosen as to be of the greatest value to (a) students preparing for elementary teaching, (b) students planning a specialized curriculum in science, (c) students who wish a cultural background in science. The work is non-mathematical and is accompanied by demonstrations and laboratory experimentation.



### *Physical Science II*

3 credits

This course is a continuation of Physical Science I.

### *Biological Science I*

3 credits

This is a survey and orientation course in fundamental life processes, growth, development, and reproduction. Special emphasis is given to the study of variations in organisms and their response to environmental changes, including adaptations. Demonstrations include a survey of a few typical forms of the less complex animals and simpler plants with a discussion of their habits and economic importance.

### *Biological Science II*

3 credits

This course studies the metabolic machinery of vertebrate animals and vascular plants, with considerable emphasis on man's unique position in the biological world. An effort is made to help the prospective teacher understand the child and himself as a complex organism, living in a world greatly modified by human action. Demonstrations and discussions are a part of the course. Pre-requisite: Biological Science I.

### *Zoology I*

4 credits

This course is intended to acquaint the student with the structure, life history, and behavior of representative specimens of each phylum of invertebrate animals, except the Arthropoda. In the study of types, structure, function, and adaptation, are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work are supplemented by field studies, including observation of habit, ecological conditions, and the use of keys for identification and classification.

### *Zoology II*

4 credits

This is a continuation of Zoology I. Beginning with the Arthropoda and following the procedure of Zoology I, a study of the vertebrate phylum is made. Pre-requisite: Zoology I.

### *Chemistry I*

4 credits

This course in general inorganic Chemistry emphasizes a thorough ground work in the fundamentals of the subject. Particular attention is

paid to the basic chemical laws, the writing of equations, and problem solving. Several of the important industrial processes are studied in detail.

*Chemistry of Nutrition*

3 credits

The content of this course includes such important topics as carbohydrates, fats and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Pre-requisite: Chemistry I.

*Physics II*

4 credits

This course is a continuation of Physics I and includes Electricity, light, and sound. Physics I and II constitute a year of general college physics.

SOCIAL STUDIES

*History of Civilization*

3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

*Sociology*

3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures, special reports, and discussions cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, cooperation, accommodation, assimilation, social control, stratification, and division of labor. The influence of social interaction upon personality is studied. The function of education in its relation to social control, cultural growth, and interaction is given consideration.

• *American Government*

3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and United States are studied in this course. The course includes a study of the con-

stitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon.

*Economics*

3 credits

This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, cooperative movements, and business management.

*United States History I*

3 credits

The purpose of this course which is primarily narrative is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development.

*United States History II*

3 credits

This course traces American History from 1865 and stresses contemporary problems. The standards and principles of political, social, and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War.

*Early European History*

3 credits

The purpose of this course is to trace the evolutionary developments of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period covered is from 1300-1815.

*Renaissance and Reformation*

2 credits

This course deals with the study of the Renaissance, with especial reference to the artistic, literary, scientific and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development of Europe. Pre-requisite: Early European History.

### *Europe Since the World War*

3 credits

This course aims to create a better and broader understanding of European post-war problems. Lectures on political, economic, social, and cultural topics help to interpret treaties and alliances concluded by European powers since 1918. The following subjects are discussed: Versailles and Locarno; disarmament and rearmament; security and revision; the League of Nations; fascism; communism; democracy; the Danube and the Balkan problems; the Baltic States and Finland. Special emphasis is given to the problem of Soviet Russia and Nazi Germany; the rivalries in the Mediterranean, and the Anglo-German problem.

### *History of England*

3 credits

The political, social, economic, and cultural evolution of the English people from prehistoric times to the present is the general purpose of this course. The development of her government along democratic lines is emphasized and her many contributions to the civilized world are given prominence in the course in English History.

### *History of the Far East*

3 credits

This course seeks to follow intensively the background of economic, political, and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined.

### *History of Pennsylvania*

2 credits

This study follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative periods are analyzed. Then the growth of the state to the present time is traced.

### *Ethics*

2 credits

In order to grasp the real purpose of this course a survey must be made of the history of religious and philosophical movements in the world.

Out of these movements have developed certain standards or norms of conduct and ethical ideals; consequently, the theories attached to these concepts are studied. The implication and direction as related to modern institutions are analyzed.

*Industrial Relations*

2 credits

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relationships in industrial enterprise, the place of collective bargaining and personnel administration.

*Civic Education*

3 credits

This course includes a study of recent trends in Civic Education through a Social Studies curriculum stressing democratic living in school, community, and nation. Civic clubs, current events, the assembly, and character education are studied as they relate to the teaching of good citizenship. Evaluations of curricula in Social Studies and History for the Elementary grades as well as the methods of teaching Social Studies and History in the elementary grades are stressed.

*History of Latin America*

3 credits

The purpose of this course is to make a survey of Latin American history. The relation of European nations and the United States, particularly with the Latin American countries, is examined. A study is also made of their social and cultural institutions.

*Social Problems*

3 credits

This is an advanced course in sociology. It deals with several social problems, such as poverty, unemployment, crime, divorce, mental maladjustments. Lecture, reports, and seminar techniques are used.

*Introduction to Philosophy*

3 credits

The purpose of this course is to study the various systems of thought from early civilization to the present time, which have enriched our

culture. These systems of thought are examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed.

*Comparative Government*

3 credits

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of Modern European History. In this course a comparative study of the Democracies of England and France are followed by a survey of the political systems of Germany, Italy, and Russia. Pre-requisite: American Government.

*Evolution of Social Institutions*

3 credits

This course deals with the sociological background in the origin and development of social institutions, such as, the family, church, language, property, tool consciousness. A large portion of the course is devoted to problems of the family.

*Teaching of Social Studies (Secondary Education curriculum)*

3 credits

This course deals with materials and methods for grades seven to twelve. The Social Studies courses of these grades are basic for the enrichment of citizenship; consequently, a careful study in method procedures is of the utmost importance.





DOGWOOD IN BLOOM, VALLEY FORGE

*(Prize Photograph taken by Dr. George Cressman, Head of Education Department)*



## POST SUMMER SESSION — August 5 to August 24

The college will again offer a special post session for three weeks following the regular summer session, extending from August 5 to August 24. In this session it will be possible for a student to earn three semester hours of credit.

Accommodations may be secured in the college dormitories at the rate of \$7.00 a week for room, meals, and laundry.

A charge of \$17.50 for the Post Session will be made for students who are not residents of the state of Pennsylvania.

The contingent fee for courses will be at the rate of \$5.00 per semester hour of credit. There will be an Activity Fee of \$1.00 for the Post Session.

The informality of the session last year was particularly enjoyed and the values received by those who attended were such that we have planned a larger number of courses and activities for this year's Post Session.

## POST SUMMER SESSION COURSES

For the Post Session, the College will offer courses from the following list. A minimum of 10 students will be required for the organization of a class. Additional courses may be added as requested by those attending the regular summer session.

Course	Credit
ART	
Art and Crafts .....	3
EDUCATION	
Principles of Education (Secondary) .....	3
Rural School Problems .....	3
Pre-school Child .....	2
ENGLISH	
Short Story .....	3
English II .....	3
English III .....	3
World Literature .....	3
GEOGRAPHY	
Field Course in Southeastern United States .....	3
Geography of Latin America .....	3
HEALTH AND PHYSICAL EDUCATION	
Curriculum Materials .....	4
MATHEMATICS	
Advanced Mathematics .....	3
SCIENCE	
Physical Science .....	3
Physics .....	4
Chemistry of Nutrition .....	3
SOCIAL STUDIES	
U. S. History II .....	3
History of Civilization.....	3

## REQUIREMENTS FOR ADMISSION TO THE REGULAR SESSION OF THE COLLEGE\*

Students desiring to make application for admission to the regular session of the State Teachers College must meet the following requirements for admission as set up and adopted by the Board of Teachers College Presidents on April 12, 1932.

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

\*If further information concerning admission to the college is desired, please write to the Dean of Instruction for Application Blanks.

## COLLEGE COURSES FOR TEACHERS — 1940 - 41

During the regular college year 1940-41, college courses for teachers will be offered each night and Saturday morning for those who desire to continue their studies toward the completion of the Bachelor's degree. Information will be furnished as to the various courses, time of meeting, and place, upon application at the office of the Dean of Instruction of the State Teachers College, West Chester, Pennsylvania.

A charge of \$5.00 per semester hour of credit is made for College Courses for Teachers.

### PLACEMENT SERVICE

The college maintains an up-to-date Placement Service for teachers, and while the college does not guarantee a position to Summer Session students, it will use every effort to secure teaching positions for those desiring to teach.

Prospective teachers should get in touch with the Dean of Instruction, who has charge of the Placement Service, if they are interested in obtaining positions for the coming year.

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## APPLICATION FOR ADMISSION

Application for admission to the 1940 Summer Session may be made by filling in the lower half of this page and mailing it to the State Teachers College, West Chester, Pennsylvania.

Each student should see to it that his or her high school record is on file at the college before the opening day of the Summer Session.

Date.....

Name .....

(LAST NAME FIRST)

Address .....

NUMBER AND STREET

TOWN

COUNTY

STATE

Graduate..... High School ..... (Year)

College Attended .....

List Subjects Desired

	1.	.....
	2.	.....
Regular Session	3.	.....
	4.	.....

Classification:—Check the one that applies:

- ☐ Renewal of Partial Elementary Certificate.
- ☐ Candidate for Permanent Certificate.
- ☐ Completing 2-year Curriculum.
- ☐ Candidate for B.S. Degree.
- ☐ Renewal of State Standard Limited Certificate.
- ☐ Extension of College Certificate to Special Field.

Would you be interested in a Post Summer Session of 3 weeks, August 5 to August 24?

Yes..... No.....

What Course would you be interested in for a Post Summer School Session?

1. ....
2. ....
3. ....

TEAR ALONG THIS LINE











